DOCUMENT RESUME

ED 343 624 JC 920 148

AUTHOR	Charles, Searle F.
TITLE	Narrative History of the National Council of State Directors of Community/Junior Colleges.
INSTITUTION	Oregon State Univ., Corvallis.
PUB DATE	Mar 92
NOTE	260p.
PUB TYPE	Historical Materials (060)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*College Administration; Community Colleges; Educational Assessment; *Educational History; Educational Planning; Educational Policy; Federal State Relationship; National Organizations; *Professional Associations; Program Administration; *State Officials; State Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS	*National Council of State Dirs of Comm Jr Colls

ABSTRACT

The National Council of State Directors of Community/Junior Colleges (NCSDC/JC) has been an important influence on the development of the public community/junior college movement. Since the first meeting of the state directors in 1961, the Council has been involved in the coordination of community colleges at the state level and in stimulating the professional development of administrators and faculty. It has supported the efforts of the American Association of Community and Junior Colleges and the Association of Community College Trustees to secure federal legislation favorable to public higher education. Council members are state directors of community college operations with the responsibility for coordinating on a daily basis the activities of community colleges within their states. This historical account of the NCSDC/JC is based primarily on the official minutes of the Council, and details meetings and activities of the Council between 1957 and 1991. Whenever possible, a full account is given of issues, discussions, speeches and papers presented at every meeting. A history of the two Council publications, "The Reporter" and "The Colleague," is also included. Appendixes include the By-Laws and Articles of Incorporation of the Council; examples of meeting rosters and mailing lists; an annual list of chairpersons; examples of "The Reporter," "The Newsletter," and "The Colleague"; and a short list of the dates and places of early meetings. (JSP)

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NARRATIVE HISTORY
OF THE
NATIONAL COUNCIL OF STATE DIRECTORS
OF
COMMUNITY/JUNIOR COLLEGES

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Oregon State University
March, 1992

JC920148

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FOREWORD

This historical account of the National Council of State Directors of Community/Junior Colleges (NCSDC/JC) is based primarily on the official minutes of the Council. Useful additions to this primary source are the recollections of the author who attended most of the Council meetings for the years 1970-1982, materials provided by S. V. Martorana in letters, and comments from several state directors whose names are cited in my statement of appreciation. There is some correspondence available and documents prepared by state directors or individual's the Council employed. Useful material is also available for several years in the copies of the Reporter and the Colleague. A definitive history of the Council can only be completed with much more work in reviewing the records now kept in the offices of the American Association of Community/Junior Colleges, through interviews with several former and current state directors, and a check of several state files to determine if any possess copies of papers and reports presented.

Unfortunately, until the late 1980's the Council had no central depository. The records kept by the secretary and the treasurer were shifted every few years from state to state. No systematic system was used to transfer records from chairperson to chairperson. Thus, many useful supportive documents have been lost. In 1980, as Fred Wellman was retiring from the state directorship in Illinois, he completed the compilation of a very complete set of records concerning the Council. He asked Council members what they would like done with it. Members at that time, including myself, had too much faith in the storage of records by state personnel. Dr. Wellman placed the records with Illinois state office personnel as directed by the Council. The assumption was, as I recall, that within a year or two the Council would take action to have the records placed with the AACJC or at a university community college center. This was not done, and, in the late 1980's no one is able to locate these records of the Council. S. V. Mortorana, the individual most responsible for initiating actions which led to the existence of the Council, has some copies of the very early meetings. There are, however, still a few gaps for the years 1957-66.

For those readers of this account who have attended many of the meetings of the Council, this narrative will, I hope, seem relative consistent in its very inconsistency. The professional ability of each chairperson may have some relationship to the content of meetings held and the work accomplished each year. More often the actions taken and the accomplishments of the Council relate to the events and pressures within higher education on the national level from year to year, the economic conditions of the nation, certainly economic and political situations within states, and changes within American society. In addition, the completeness of the minutes kept and approved by Council members, relates to what we now know about the Council's activities. As an officer in the organization for several years in the nineteen seventies I can testify that at times there seemed to be no major items for an agenda while at other times there were far too many important developments for the Council to handle as we would have preferred in the time available for meetings and discussions.

The completeness of the minutes vary considerable over the three decades the Council has existed. In the very early years, 1957-1966, the minutes were usually prepared by a member of the United States Office of Education. These minutes are very detailed. They are as long as twenty-five to fifty pages. Full copies of speeches presented are sometimes included along with detailed summaries of discussions. During the nineteen seventies several of the state directors serving as secretaries included summaries of the individual state verbal reports by members, or, attached copies of written reports. This was seldom done in the nineteen eighties. In most instances for the last fifteen years or so, the secretaries have recorded primarily only the discussions and topics which were part of the official business session. Hence, there is very little information for some meetings regarding the papers presented and major speeches. The secretaries did what the Council members expected. I relate this only as part of the historical record and to indicate why my account of meetings does vary considerably, for example, the year 1957 and any of the nineteen seventies, a few of the latter for which I am responsible. This will explain to several of the chairmen, I hope, why my account of one or two of "their" meetings may not seem to reflect the full significance of presentations and discussions. I welcome additional material and information to supplement what I have presented.

I did not request the Council to finance a trip to the AACJC offices to make a thorough review of the records now filed there. I furnished part of this material originally through the assistance of the late George Moody (MI.) and Andrew McKirdy (CT.). In the spring of 1990 I did review portions of the records, and AACJC staff later sent me copies of many items I had marked.

In this account I have not attempted to follow the financial development of the Council except to note when dues began, that certain programs were supported, and that, on occasion, financial adjustments in expenditures were necessary. I have made some references to special studies, but certainly not a descriptive account of many. For one reason, often I have not had copies of the full reports, and for another, a detailed account of the actual report was not essential to a descriptive historical account of the Council as brief as this one is.

What else needs attention? There can be a more complete description of the changes in the by-laws and committee structure during the thirty years. More attention should be given to the financial record. A more thorough search needs to be completed to secure as many copies of speeches presented, papers prepared and used as a basis for programs and actions taken by the Council. And many state directors can add much for any historian to work with if they are willing to use a tape recorded and tell of several of their own recollections of discussions, personalities, and "fun" moments. An oral compilation would be very helpful.

I believe I have developed a useful historical narrative with some valuable factual data. What I have accomplished will, I hope, encourage someone, if not me, to complete a full history of the Council and that a publisher will see value in the publication of a full record of the National Council of State Directors of Community/Junior Colleges.

Chapter I

A STRONG BEGINNING

Chairmen

1966 - James L. Wattenbarger
1967 - S. V. Martorana
1968 - Richard Kosaka
1969 - Lou Bender

Prior to 1966 either S. V. Mortorana or Grant Morrison usually presided.

The National Council of State Directors of Community/Junior Colleges has been an important organization in the development of the public community/junior college movement. The Council has impacted greatly the coordination of community colleges at the state level, has been active in stimulating professional development of administrators and faculty, and has supported strongly the activities of the American Association of Community/Junior Colleges (AACJC) and the Association of Community College Trustees (ACCT) in their efforts to secure federal legislation favorable to public higher education. It has provided financial support for several studies useful to community college leaders and governing boards, particularly the annual and biennial reports of Professor S. V. Martorana of The Pennsylvania State University on state legislation pertaining to community colleges and Professor James Wattenbarger of the University of Florida on the financing of community and junior colleges.

Council members are state directors of community college operations within a state. They are often the chief executive officers for governing or coordinating boards controlling the operation of public community/junior colleges within a state. In other states, they are members of the staff for a board of higher education which controls all public higher education within a state. In a few instances they are staff members of a unit which controls either K-12 education units or K-12 and higher education units. Titles vary. Some carry the title of state directors, but these titles are also used: executive director, chancellor, vice-chancellor, president. In each situation it is this official which has either a line authority responsibility or a staff function to govern or to coordinate on a daily basis the activities of community colleges within his of her state.

The job descriptions vary from state to state, and, they have changed somewhat through the years; however, among the forty or more states which have these officials, the following in total or in various combinations are the major functions and responsibilities.

- Preparing and/or coordinating the presentation of an annual or biennium budget of the state's public community colleges.
- Administering or monitoring the approved budget.
- Master planning and control of academic programs and facilities.
- Maintaining positive relations with state officials in these state operational divisions: education, finance, public works, labor, legal, health and welfare.
- Maintaining effective liaison with members of the governor's staff and with legislative committees.
- Providing educational leadership for the system within the system and with business, labor, industry, and federal officials.
- Maintaining effective public relations.
- conducting effective interaction among the presidents of the state's community colleges.
- Keeping abreast of federal legislation, federal regulations, and the proposed activities of the United States Office of Education and several other federal agencies which provide funds for training and education.

This partial listing of functions and responsibilities demonstrates the need for professional and personal resources and skills in the areas of persuasive leadership, management, analytic ability, political astuteness, financial management, and possession of convictions sufficiently strong to withstand attacks on public higher education, and particularly, the missions of the public community/junior college. The Council has been one of the key resources for state directors. Presentation of stimulating papers on topics of interest, reports on specific study of phases of community college developments, and the hours of personal one-on-one discussions sharing experiences and information have enriched and improved the work of sate directors, and, in many instances members of their staff.

The rapid and extensive growth in the number of community and junior colleges after World War II became the major cause for the eventual formation of the National Council of State Directors of Community/Junior Colleges. Fundamental to formation of an actual organization was professional leadership. Dr. S. V. Martorana provided this essential leadership more than any other one individual. In the mid-nineteen fifties while serving in the United States Office of Education as Specialist for Community and Junior Colleges, he observed the keen interest of several state directors of community colleges to share information and to obtain assistance in planning. For example, at the annual meeting of the American Association of Junior Colleges, it was becoming common for a "tacked-on" meeting of state directors and interested professors of higher education to meet and discuss mutual interests and concerns. Several of these professionals initiated contacts with the United States Office of Education asking for assistance in meeting their professional responsibilities. A feeling developed to the effect a more homogeneous group should meet. James L. Watenbarger of Florida, L. L. Jarvie of New York, and Hugh Price of California were active in seeking assistance from the United States Office of Education. Supporting Dr. S. V. Martorana in believing a positive response was appropriate were Ernest V. Hollis, Director, College and University Administration, and John Dale Russell, Assistant Commissioner in charge of the Higher Education Division. With funding available the United States Office of Education moved to sponsor the first full-scale meeting of state officials responsible for coordination and/or governance of public two-year colleges. This meeting was held in Washington, D. C., dates of May 16, 17, 1957. Dr. Martorana has described the major purposes of this meeting as one to provide discussions of the responsibilities of a state director of public two-year colleges and the problems he or she were encountering, to gain an insight by the officials of the United States Office of Education as to what they might do to assist in problem solving and in the development of two year colleges, to share concerns, and to establish a "working relationship beneficial" to the overall community college movement. (1)

Major presentations at this meeting other than the one by Dr. S. V. Martorana on the reasons for calling it, were by Lloyd E. Blauch, Assistant Commissioner for Higher Education, and Ernest V. Hollis, Director, College and University Administration Division. Providing additional background on the new community college movement Dr. Hollis then, in essence, provided a challenge to the state directors and their professional friends when he stated:

> In general, I have been quite disappointed because State and regional associations of colleges have been willing to forego their planning and coordinating functions in areas other than accreditation, and to content themselves with the professional meeting of minds that comes from a single annual gathering or convention. By taking thought, putting more money into the venture, and training your leadership, there is no reason why voluntary associations of colleges might not become the voice of higher education in the State and for State associations of 2-year colleges to speak for these institutions as a group. (2)

Following these presentations discussions occurred on several topics of interest. Dr. Martorana later summarized these discussions in a set of comprehensive minutes for this meeting. Topics discussed were: Report on Carnegie Study of Diversity in Higher Education; Coordination of 2-Year Colleges with the High School Level of Education; Coordination of 2-Year Colleges with Other Institutions of Higher Education; Interinstitutional Coordination of the Administration and programs of 2-Year Colleges; Coordination of 2-Year Colleges in State Systems of Education with Agencies in the Federal Government; Concluding Topic - Interoffice Communication and Cooperation in Promoting 2-Year Colleges. The material provided the conferees included an analysis of the governmental structure for community colleges in sixteen states, their basic financial arrangements, and scope of programs offered.

In these discussions key difficulties identified by state directors included 1) a clear designation of the scope, function and educational philosophy for two year public colleges, 2) doing number one in a rapidly expanding and changing situation both as to growth in number and demands, and 3) obtaining consensus among local officials and leaders on the missions of two year colleges.

Working closely with Dr. Martorana during these early years was Dr. Grant Morrison, formerly the state director in the state of Washington, who, in 1957, succeeded S. V. Martorana as Specialist for Community and Junior Colleges. From a new position in the Office of Education Dr. Martorana continued to give support and to participate actively in the meetings. Dr. Morrison, however, took on the prime duties in determining the appropriate topics for each meeting, in the securement of speakers, and in arranging the physical set-up for each meeting. He also produced material pertaining to each meeting distributing it widely to interested education officials. He sought, and received, support from officials of the American Association of Junior Colleges making them more aware of the need and the opportunity to provide more leadership for state community college governing and coordinating boards. These men were assisted from time to time by Dr. Kenneth A. Brunner who was the first appointee within the United States Office of Education to concentrate efforts on community and junior college curricula within the higher academic education section. Thus, in the late nineteen fifties there were three officials within the United States Department of Education active in working with community college officials and organizations. This degree of personnel support diminished in the nineteen sixties and it was not until the early nineteen seventies that renewed action occurred to give this much attention to public two-year colleges. (3)

The topics determined to be of most value for the 1961 meeting of state directors included these: state criteria for the establishment of two-year colleges; state and local surveys needed before establishing a new community college; research related to the national image for public community colleges; sources of financial support for community colleges; and, the efforts to coordinate at the state level. Seventeen state directors participated in this meeting along with representatives from the United States Office of Education and Dr. William Shannon representing the AAJC. Dr. Morrison and his staff prepared a fifty-three page account of this meeting. The topics listed above, each one presented by a professional, were then discussed with a summary comment provided. One of the themes to emerge as of great importance was that of developing a clearly stated mission for public two-year community colleges so that a "national image" would become known and acceptable. The major problem in doing so, however, was the continued obvious need for each local community college to meet the particular educational needs of the local or regional residents. However, it was felt there were some common characteristics in the broader sense, that these could be identified, then put into a well written, concise document.

In the area of financial support the importance to each director of a summary facts presented was that there was in existence, and there needed to be in existence, a great variety of methods of financing. There was no real need to move toward a single method to finance community colleges. More important, each state should develop the appropriate means and provide a level of support necessary for high quality of education to occur.

Recognition of the importance of state coordination occurred at this meeting. Generally, participants felt it was easier to coordinate and plan with K-12 personnel than with the officials of four year colleges. This seemed to be true, partly, because of the competition between two-year and four-year colleges. However, the state directors did realize there was need not to duplicate expensive academic programs and to have community colleges well-placed in relation to other colleges and universities within the state. One problem identified was the tendency of officials and faculty at four year institutions to look down on the community colleges and their faculty and students. It was agreed two lines of action seemed important. One, develop the very best academic programs possible to meet community needs. Two, to meet with officials and faculty of four year colleges and universities acquainting them with programs, quality of faculty, and the academic success of students. Needed also, research and data to prove how students did move to meet traditional academic levels for sophomore students and how they succeeded as transfer students would, in future years, be very essential and useful.

Dr. S. V. Martorana in summing up the major value of this conference noted much had been gained from sharing information concerning the nature of the work of the state director, from a gain in the recognition that within the community college movement there must be much diversity as well as some commonality, and that each state director must continually study the basis for each community college to exist and to make certain that within the state the community college role was being fully met. (4)

Fifteen state directors attended the fall, 1962 meeting held in Dallas, Texas. Present also were staff members from the United States Office of Education, the American Association of Junior Colleges, and state officials of the Texas higher education units. Presenters gave papers on these topics: methods and procedures in projecting enrollment; recent developments in technical education; need for reports and better statistics in the number of community colleges and their expanding academic programs; guides on population and commuting distance for the establishment of community colleges; and, guides for staffing community colleges.

Dr. Ken A. Brunner, Specialist for Community and Junior College Curricula in the United States Office of Education, stated that several agencies of the Kennedy Administration were now interested in expanding technical and job skill training. He contended that state directors and community college presidents must become more aggressive in providing government officials with information as to what their colleges could do to assist in expanding this type of post-secondary education, and also, must take the leadership with faculty in shifting major concern from being primarily preparatory or "prep" schools for university liberal arts programs. He pointed out that technical programs were needed at several levels to meet the demands of our rapidly changing industrial, business and technical society. Consistent with these comments were those of R. O. Birkhimer of

Illinois whose detailed analysis of the changes in manufacturing and business in that state and the current collegiate offerings showed the four year colleges were making no effort of significance to formulate new curricula in technical education. He also observed the community colleges needed to increase considerably their efforts in this area.

Dr. Lee Henderson, Assistant Director of Community Junior Colleges in Florida, outlined the need for better statistical data for enrollment, financial resources, facility space, curricula offered, accreditation status, and classification of students. Members voted a resolution to be sent to the Commissioner, United States Office of Education, requesting staff to provide leadership in developing a coordinated and simplified means to obtain uniform data concerning public community colleges and other higher education institutions which operate two-year branches.

In closing the 1962 meeting, Dr. Grant Morrison observed that today there are "34 people in 26 states" with responsibilities for the "coordination of 2-year college systems". Also, to be recognized is that in 1950 only four state directors attended a similar workshop at the annual AAJC meeting. In 1960, at a session held in conjunction with the annual AAJC meeting, over seventy-five individuals attended. Most attendees were community college personnel who now knew of state directors and their important role in shaping the development of the community college movement. Beneficial discussions had occurred. Valuable information obtained and exchanged; therefore, the one and two hour meetings of those years had proved to be inadequate. State directors had insisted meetings of longer duration were needed and would be profitable for the United States Office of Education in support. He was pleased at the great increase in interest. He offered further support by staff of the United States Office of Education to conduct studies concerning development of new curricula, compile data on organization and financing of community colleges, to spread among many higher education officials information on the role and missions of community colleges, and to keep a useful relationship with Congressional leaders. (5)

During the 1964 meeting held at the Fashion Institute or Technology in New York City, members used a considerable amount of their time discussing planning for facilities, the Vocational Education Act of 1963, relationships with AAJC, and the functions of state level coordinating boards. Emil O. Toews, Chief, Bureau of Junior College Education (CA.), spoke on "Junior College Facilities: Principles, Trends, Costs" in which he stressed the college library as a "learning resource center", explored year-round operations of facilities, the value of "community rooms", and the importance of using high grade materials in the construction of facilities. M. V. MacLaughlin of the U.S. Office of Education (N.Y. Regional Office) and A. B. Wrigley of the vocational education section of the same regional office presented a thorough description of the contents of the Vocational Education Act of 1963. W. G. Shannon of the American Association of Junior Colleges presented information on the resources AAJC had to assist state directors in development of curricula, new instructional techniques, and student support services. John F. Prince (AR.) spoke on the various types and means coordination might be achieved with more harmonious results within state governmental structures. He observed the major task was to provide each local college governing board and president as much autonomy as possible yet meet the states need to "move together" to serve the total needs of each state for postsecondary two year college education. The members also heard a report on the make-up of junior college faculties across the nation. Ken A. Brunner who had conducted this study pointed out there was need to secure a higher percentage of full-time faculty. (6)

At this same meeting Grant Morrison conducted a discussion aimed at exploring the present status of junior college development. Fourteen states had responded to his questionnaire previously sent to state directors. The trend, also confirmed by the discussion, identified improved operations by state coordinating/governing boards, additional enabling legislation, broader curricula choices for students, and rapid increases in enrollment to meet a pronounced demand for technical training and a few new liberal arts curricula, particularly sciences and mathematics.

Dr. James L. Wattenbarger, state director for Florida's junior colleges, arranged, in cooperation with William G. Shannon of AAJC, the 1966 meeting held in St. Louis, Missouri. A major activity at this meeting involved each state director present making a report on the developments pertaining to community colleges within his state. Most of the fifteen state directors present emphasized articulation problems. Several states had organized state committees or commissions with membership of two and four year colleges or universities which had initiated efforts to resolve transfer of credit and articulation of curricula. The reports made it evident that 1) much constructive activity was occurring, 2) differences of opinions were often rooted deep in tradition and difficult to resolve, and 3) much more coordination was needed to accomplish efficient transfer of credit.

Other matters of importance at the St. Louis meeting included: establishment of a committee to meet with the AAJC Board of Directors to pursue the possibilities of the state director's organization affiliating with AAJC, directing the chairman to contact the United States Commissioner of Education requesting that he and his staff give "more attention" to community colleges and that a staff member within the office be designated to give "special attention" to community colleges. (7)

At least fifteen state directors attended the fall meeting of 1967 held in Phoenix, Arizona. Representatives from AAJC and the United States Office of Education participated in the preparation for the meeting as well as the presentations and discussions. Reflective of the times was concern because the United States Selective Service office had recently ruled that "students in non-transfer programs were not eligible for student deferments". Officials of AAJC stated they were working to secure a corrected interpretation of regulations and thought a reversal of this decision would soon be forthcoming. In the context of this discussion some members noted that the American Council of Education had a full-time person in Washington to study and to inform members of selective service regulations. Was a similar position advisable for community colleges?

Members learned that recent federal legislation for college facilities included $25,000,000 for community/junior colleges; however, not all of this would be immediately available as the federal officials intended to stretch-out these funds over a longer than one-year period.

The state directors present were informed that once again there was more money available for Title III under the Health, Education and Welfare Act of 1965 than had been applied for by community colleges submitting worthwhile projects. Federal officials encouraged the state directors to work with community college presidents to improve the quality of projects. The idea or the need presented might be worthwhile, but too often the proposal lacked a suitable quality level. Further, more attention needed to be given to the precise ways the funds would aid the developing college or a major program of the college in meeting local or regional educational needs.

Members learned there would be a Federal Affairs Workshop in December in Washington, D.C. to share more information concerning several federal acts pertaining to higher education, and particularly, the Education Professional Development Act which provided over $51,000,000 for Fiscal Years 1969 and 1970 to train community and junior college personnel. The areas of vocational education, science, mathematics, and technology would continue to receive the major portion of these funds.

State legislation also received attention at this meeting. S. V. Martorana continued his interest in analyzing state legislation these trends existed in 1967: more separate community college districts; consolidation of small junior college districts; an increase in articulation efforts between junior and senior colleges; an increase in state financial support; state governments were increasing the number of technical and area vocational schools to offer programs at the associate degree level and to grant the associate degree; more "centers" established by four-year universities; and an increase in legislation which would allow faculty to have more influence in the governance of colleges and universities. Related to the last topic mentioned, Ken Doran (N.Y.), reported that now in the state of New York there existed a community college faculty association with some discussion aimed at attempting to organize a national association of community college faculty. This proposed organization would be for faculty only.

Members observed that in labor negotiations within community colleges that every state needed some legislation to provide guidelines and regulations for negotiations, that the local community college president should not become directly involved in the negotiations, that the governing board should handle negotiations with unions, and that there was an obvious relationship between discontented faculty and the pressure to unionize.

Interest in student activity on campus, or, the lack of vigorous student activity programs on campus were also of concern to state directors at this meeting. Why were community college students not as interested in student projects and organizations on campus as four year college students? Reasons cited by those present included: the short time most community college students were on campus, only two or three years, and also, the amount of hours per day; students were more oriented to meet immediate job skill demands and getting ready for work quickly rather than two or three or four years later; lack of time as over one-half of the students were employed part-time or full-time; no resident students on campus to provide a "center of leaders" with a lot of time to use in organization and planning; and, because students had, in most cases, home connections as yet. Their interests centered, therefore, more on family, work, maintaining high school contacts than with national issues. A few directors did note, however, that on some community college campuses there have been demonstrations concerning the Vietnam War, the selective service draft, and occasionally, a state issue before the state legislature. (8)

The "3rd annual conference", as referred to in the official minutes, involved twenty states with thirty-four individuals present. Held in Honolulu in November, 1968 it was significant for these reasons. The selection and determination of offices became more exacting, the discussion serving as the forerunner to formation of a set of by-laws. James L. Wattenbarger and Ray Schultz announced that The University of Florida and Florida State University had received a Kellogg Foundation grant to establish and to conduct activities, research and programs that would assist state directors to educate better the professional personnel in their offices and within their state's community colleges. Consistent with this interest in professional growth, Professor Leland Medsker of the University of

California (Berkeley) presented an excellent paper outlining the need for improvements in leadership for community college administrators. The state directors also noted the need for more cooperation among community colleges for federal legislation and passed a resolution stating the American Association of Junior Colleges should be "the single unified voice for community college education" in Washing, D.C. However, in the same resolution, noting some dissatisfactions present within the total community college community, members asked the AAJC board to examine how it "can better represent and speak for all members" of the community/junior college movement.

Two very useful discussion sessions were also very productive for members attending this conference. S. V. Martorana (N.Y.) conducted a discussion on state developments impacting community colleges thus providing insight on changes throughout the nation. Lou Bender (PA.) stimulated discussion on the topic of how a state director provided leadership and effective management within a variety of structures and the major actions of state agencies. Al Canfield (WA.) provided examples of useful experiences in working within the state framework of higher education agencies. Paul Elsner presented ideas of methods to allocate state resources available to a state level community college coordinating board. Dorothy Knoell, at this time a staff member for AAJC, presented a paper on ways community and junior colleges might participate in new specialized federal programs in the vocational and job skill areas. Lastly, James L. Wattenbarger (FL.) presented pertinent comments on more opportunity for training community college personnel to secure more effective implementation of the community college missions.

Council members voted to request the officers to meet with Dr. Edmund Gleazer, President of AAJC, to determine if AAJC staff could provide studies on specific topics, perhaps, best called "position" papers, some of which might be used in testimony before Congressional committees. Within a few weeks Dr. Gleazer had been contacted, responded with the conclusion AAJC staff as they had time would assist in research and data gathering but not in the actual drafting of papers. Dr. Gleazer had to face the fact that it was possible, even if not likely, that the Council and the AAJC Board of Directors might disagree on an issue. Therefore, staff could not be involved in drafting a paper which might be contrary to the Board's position. (9)

The officers, recognizing the increased interest by several state directors in a more structured organization, met in March, 1969 to plan for the fall 1969 annual meeting. They decided the issue must be aced even though it might mean a sharp, difficult discussion with some strong feelings becoming evident, for, there were also members who believed a structured, formalized organization might lead to a lot of the time and energy at meetings being devoted to internal, organizational concerns and differences of opinions. The officers recognized there was need, certainly, to list some of the purposes of the organization. (10)

As anticipated discussion concerning a proposed set of by-laws was carried on with vigor, some agitation, definite differences of opinion, and, even a bit of antagonism at times. Dr. Lee Henderson of Florida moderated this discussion adding at times his colorful comments and humorous observations to ease tension. Once the general nature of the comments were evident and a defeat of a motion to table the proposal occurred, all members realized the task was to make the content the best possible for future operations. Several useful and valuable amendments were adopted. Discussion ended on a positive note. At least some members knew their suggestions had been heeded. Others had received serious responses to their recommendations even though they were not accepted.

The by-laws adopted in 1969 reflect both needs and projected expansion in the community college movement. The stated purposes were not changed significantly by the members until 1986, and then, primarily to sharpen and to re-emphasize certain interests of the Council. The original purposes stated were:

- To foster the development of the systems of community-junior colleges in the respective states.
- To provide a forum for the exchange of information about developments, trends, and problems in state systems of community-junior colleges.
- To assist state agencies in carrying out assigned legal responsibilities for community-junior colleges, and to seek ways to improve the competencies of these agencies.
- To promote coordination and cooperation among the various community-junior colleges across the nation.
- To support at local, state, and federal levels, legislation and programs beneficial to community-junior colleges.

On occasions after 1969 members of the Council did change the structure for committees and officers. Problems of dues and finances occurred; however, the minutes and the recollections of several members indicate that except for a few meetings members concentrated time and energy on issues and non-organizational problems, and, at many meetings no attention was given to by-laws or structure of the Council.

While adoption of by-laws was the major accomplishment at the November, 1969 meeting held at Williamsburg, Virginia, there were other activities of value. Dr. James E. Allen, Jr., United States Commissioner of Education, delivered a timely and useful address. He encouraged community college leaders to continue their resourcefulness and creativity in initiating new job skill curricula and in giving attention to needs of minorities and adults lacking work skills. He claimed new federal legislation being developed would aid public community colleges in at least two ways. One, direct financial aid to improve "their career education programs, particularly as they expand opportunities for the disadvantaged". Two, aid the states "in improving their management of career education". He noted that an important criterion in granting funds would be a state's "effectiveness" in establishing and maintaining "coordinating mechanism". He envisioned a state group representing K-12 vocational education interests, two year post-secondary representatives, four year college/university membership, and representatives from state government human resource programs. A second important criterion was to be, stated Commissioner Allen, guaranteed open door admissions.

The college must be "open" to "the poor" as well as the conventional student. The third criterion cited by Commissioner Allen was the easy transfer of students between and among curricula and academic programs. He stated, "We want community college education to stay open ended." (11)

Dr. Edmund J. Gleazer,the President of AACJC delivered the second major address at this meeting. He reviewed the key issues facing the community college movement, observed the need for more federal support, and encouraged closer and increased cooperation between the Council and AACJC.

During the morning session on November 11th, a thorough discussion of current federal legislation occurred. Leaders in this discussion were Frank Mensel, Peter Hammond and Charles Lee. Council members were adamant in demanding their officers and American Association of Community/Junior Colleges leaders continue firm pressure on Congressmen and their staffs to include wording in federal vocational education acts and the more general higher education legislation which would clearly recognize public community colleges as important educational resources in expanding post-secondary education throughout the United States. Also, members again asked the chairman to contact Commissioner Allen requesting "a position" in the United States Office of Education, "at the highest possible level", to deal exclusively with community college programs and development. (12)

Thus, the state directors moved from a small group of ten to fifteen regular attendees to a level of twenty-five to thirty participating in the annual meetings. From no by-laws, no written guidelines stating intent or purposes for existence, to the establishment of by-laws, the listing of specific offices and positions, and identification of specific functions for the officers and committees. From very informal "around-the-table" presentations and discussions to a rostrum for speakers and rows of chairs for members. The relationship between the Council and the American Junior College Association had moved ahead in a positive manner. Contacts were frequent. The desire to cooperate strong.

Leadership had been superb! S. V. "Marty" Martorana, moving from the United States Office of Education to Assistant Commissioner for Higher Education Planning under the New York State Regents and then executive Dean and later Vice Chancellor for Community and Two-Year Technical Colleges in the central administration of The State University of New York, continued with the necessary determination, and quiet, effective leadership to keep interest increasing and meetings centered on useful, meaningful topics. James L. Wattenbarger of Florida switched from the state director's position to head the Institute for Higher Education at The University of Florida. From this position, along with Ray Schultz of Florida State University, he actively participated in the meetings of the Council and developed a vigorous program in the education and the re-training of dozens of men and women, many of whom since have become well-known administrators within the community college movement. He made helpful suggestions. He was responsive to requests for projects for gathering information and in the preparation of papers on specified topics. Al Canfield

(WA.) provided on several occasions the spark, the comment necessary to stimulate further explorations of a topic or possible action by the Council. Phil Helland (MN.), Lee Henderson (FL.), Danna Hamel (VA.), Lou Bender (PA.), Terry Tollefson (N.J.) were an emerging group of leaders who cooperated with Bill Dwyer (MA.) and Bill Flanagan (R.I.) and other state directors in putting vigor into the activities of the Council through their perceptive comments and their own determination to support the AAJC and the overall community college movement. They believed strongly in the benefits community colleges were providing American society. These men and others led the way in phone call campaigns to Congressmen, letter writing efforts, testifying before Congressional Committees, and in encouraging each other through the difficult moments which did occasionally occur.

The positive, dynamic actions of these state directors reflected their own personalities and philosophies of education and, in part, their allegiance to policy directions set by the special circumstances of their state. Dana Hamel (VA.), Al Canfield (WA.) and Lee Henderson (FL.) were not afraid, certainly, to state their views on issues or hesitant to recommend lines of actions. They held strong convictions. The missions of the public community college were valid.

Perhaps of equal importance to recognize is that during this first decade in the development of the Council, community college leaders had the benefit of a reasonable amount of funds, a tremendous demand for both liberal arts and technical/job-skill training, and the grand opportunity to fill a gap within our total post-secondary national educational needs. The national economy, despite an occasional set-back, continued to move forward. And whatever the difficulties the unrest in cities caused or the reactions to the Vietnam War did to strain our society, interest in community college education increased. There were some successes with federal legislation even though all the goals had not been reached by the fall of 1969. Increasingly, state legislators were noting that it paid to be friends with local community colleges which were educating hundreds or even thousands of their constituents. Several state universities had initiated special programs to education graduate students for teaching and administrative positions in community colleges.

The Council had become a meaningful organization to state directors. It clearly was serving useful purposes, a place to share, a place to learn, a place to gain support. The goals of S. V. Martorana were being realized. The Council was in an excellent position to move into the decade of the nineteen seventies.

Footnotes for Chapter I:

1. Letters. S. V. Martorana to David Pierce. April 26, 1985. S. V. Martorana to S. F. Charles, March, 1988. Minutes of meeting in Washington, D. C. May 16, 17, 1977. The minutes for the 1957 meeting provide useful information on the state organization of public two-year colleges for the late nineteen fifties.

2. Minutes. May 16, 17, 1957. P 9. Washington, D. C.

3. Notations of S. V. Martorana on draft of this paper. December, 1991 and on the Minutes. May 16, 17, 1957. Washington, D. C. Minutes. October 18, 19, 1961, Chicago, Illinois.

4. Minutes. October 18,19, 1961. Chicago, Illinois.

5. Minutes. November 28, 29, 1962. Dallas, Texas.

6. Minutes. October 1, 2, 1964. New York City, New York.

7. Minutes. February 28, 1966. St. Louis, Missouri.

8. Minutes. October 19-21, 1967. Phoenix, Arizona.

9. Minutes. November 11-15, 1968. Honolulu, Hawaii.

10. Minutes. March 3, 1969. Meeting of Officers. Atlanta, Georgia.

11. Minutes. November 11, 12, 1969. Williamsburg, Virginia. See Addendum A for first set of by-laws approved by the Council.

12. Ibid. There are meetings not covered in Chapter I as the author as of March 1, 1992 has not been able to locate copies of minutes for these meetings. Likely years are: 1959 or 1960, 1963, 1965.

Chapter II

BUSY YEARS: 1970-1972

Chairmen

1970 - Al Canfield
1971 - S. V. Martorana
1972 - Lee G. Henderson

The dynamic growth in the number of community colleges nationwide continued during the nineteen seventies. Despite a temporary decline in enrollment in hundreds of community colleges in the fall of 1974, enrollment increased a hundred thousand or more most years. The community colleges moved from "the new kid on the block" perception held by many within traditional higher education throughout the sixties, to one of respect and acceptance. The community colleges became a bonafide segment of higher education. This progress did not come easily, however. The reading of the professional literature of the nineteen seventies and the records of the Council reveal the community college leaders and their governing boards, state and local, faced several difficult challenges throughout the seventies. In the early seventies the most important of these were adjustments in financial resources, the "open door" vs. the "open door admissions" processes and philosophy, federal legislation which firmly recognized a significant role for community colleges in skill/job training, collective bargaining, competition from four year colleges, public and private, in operation of adult and evening college programs, and the need to balance local and state control community colleges.

The lack of local and state funding in many states in the early nineteen seventies hindered development of new curricula in the technologies and allied health areas and the construction of new facilities. Competition for construction funds among higher education units within a state became intense. Local governments turned more and more to state governments for funds to construct and to operate K-12 programs. State hospitals, mental institutions and prisons needed new facilities. State directors, therefore, became more and more interested in learning from one another the best ways to meet the needs for funds for expansion in enrollment, programs and facilities. The pressure to secure more federal dollars increased.

Before turning to these problems and challenges the officers of the Council, meeting in January, 1970 concentrated on several internal operational matters, a few of which did relate to improved functions impacting future lobbying efforts. Discussion centered on improved financing for the Council, guides for membership, clarifying that Grant Morrison and James Wattenbarger were "honorary members", determining the official current membership list, and establishing of a telephone "chair" system across the nation so all state directors might be contacted within a few hours to launch phone calls nationwide to Congressmen and their staffs. The officers met with Dr. Marv Feldman, Special Assistant to Commissioner Allen of the United States Office of Education, to discuss pending federal legislation impacting community colleges. They also met with Dr. Edmund Gleazer of AACJC regarding that organization "servicing" the Council. The latter was not possible because neither organization had the funds to support these additional secretarial/clerical needs.

During the brief business meeting in March, 1970, held in conjunction with the annual meeting of the American Association of Community/Junior Colleges, Council members explored the best means to establish better contact with and influence of Congressional representatives, the need for more unity among national higher education organizations, the need for more states to have a single, consolidated office for all post-secondary education within a state, and the need for more and better information on current financing patterns for community colleges. James Wattenbarger made his first major report on the activities of the Florida Leadership Centers. (1)

The keen interest shown in federal legislation and financing of community colleges, and the actual functioning of the Council, encouraged the officers to meet later in March to plan for the coming fall annual meeting. The Executive Committee took these actions at this meeting: established a subcommittee to determine the need for dues; agreed the Council should increase efforts to work effectively with AACJC; requested the chairman to contact Commissioner Allen again concerning a position for community colleges within the United States Office of Education; determined the most important federal legislation needing the support of community colleges. This latter definition included the Green Bill (Omnibus Post-Secondary Education Act of 1970 - H. R. 16098) and the Williams Bill (Community College Act - S. 1033). Members agreed state directors should contact their Congressional representatives in behalf of these bills, but they also directed contacts be made with AACJC staff to improve the wording in certain clauses and sections so the language would more clearly recognize community colleges. (2)

The officers also outline several guides to shape current and future federal legislation in support of community colleges. These were:

1. A state plan for community colleges should be required and controlled by a representative committee.

2. The executive head for the community/junior college state governing or coordinating board should head the committee called for in No. 1.
3. There should be federal funds to support public two year post-secondary colleges.
4. There should be provisions for federal aid for the handicapped and the disadvantaged and those students needing developmental/remedial education programs.
5. Additional funds should be provided to four year universities to expand the educational programs to train graduate students for jobs in community colleges.
6. Funds for construction of new buildings and for expensive high technology.
7. Federal legislation should contain no provision which required a high school diploma to be a full-time student in a community college in order to receive federal student financial aid. (3)

During 1970 S. V. Martorana and other state directors testified before Congressional committees in support of the Green and Williams bills.

To keep up the momentum gained in the late sixties and early in 1970 the Executive Committee met in July, 1970. At this meeting the officers decided to recommend annual dues of $150 per member, requested Chairman Al Canfield to offer further assistance to Senator Harrison A. Williams, Jr. in writing the community college bill, asked Terry Tollefson of New Jersey to draft a proposal for federal or foundation support for the design and implementation of a common data base for the collection, analysis and distribution of operating characteristics of community colleges, including, but not limited to, enrollment, facilities, programs and finances. They also agreed to contact Professor James Watenbarger to develop ideas for a study which would provide means for improved decisions on initiating new academic programs and in coordinating program development among community colleges within a state. (4)

At the November, 1970 annual meeting in Denver Chairman Al Canfield took time to recall the major developments for the Council during the past year noting particularly the expressed need for the collection of and the sharing of financial and budget data. He also stated he believed the Council "was facing a crisis related to the future direction to be taken" in decisions and actions. He in essence asked, was the Council to be primarily a discussion group meeting once or twice a year? Or, should it beyond doubt become an organization to take actions to secure needed federal legislation and to influence other national education organizations so they gave more consideration to community colleges? Actions within the next few years clearly demonstrated the Council was an "action" organization.

During this meeting in Denver members directed the chairman to continue interaction with the United Sates Office of Education "to assure continuity and proper representation for the community colleges in their education programs". In addition, members requested the chairman to initiate additional contact with the Western Interstate Commission on Higher Education (WICHE) so their board and its staff would give more attention to community colleges in their research projects. Members voted to establish dues of $150 per year. A "thank you" resolution was passed in behalf of the fine work by the Florida Leadership Centers. Members encouraged the officers to explore further means to provide more community college data, particularly in the areas of finance and construction of facilities. (5)

When the officers met in January, 1971 Chairman S. V. Martorana reported some staff members of the United States Office of Education were attempting to be supportive of community colleges. Officers directed the chairman to contact AACJC staff, requesting them to send to all state directors more detailed information on current federal legislation pertaining to community colleges so the state directors could be more knowledgeable in their contact with Congressmen. Reviews of the current bills occurred. (6)

The major actions at the March, 1971 business meeting included support for a report prepared by Lou Fibel (MD.) to request the United States Commissioner of Education to establish within his organization at the "highest practical level" a unit to provide coordination of various federal programs administered by the office which "bear on and affect community colleges". Members again requested their leaders to seek federal legislation which would assist in the financing of statewide master plans, promote career and continuing education, assist in construction of facilities, and support developmental/remedial education. (7)

One of the most significant meetings in the Council's history was held in Minneapolis, Minnesota on July 7, 8, 9, 1971. It was the first summer workshop established to allow more opportunity to share information among state directors concerning successes, problems, and failures, and, to study in more depth key issues and challenges facing community colleges. This was the first meeting which involved an extensive use of the resources of the Florida Leadership Centers and funds provided by the Kellogg Foundation grant. Professors and graduate students provided papers and data on specific topics. These were reviewed by members of the standing committees with recommendations for the entire membership following. Interaction occurred among the entire membership plus personnel from the universities and other representatives from interested organizations. At this time six committees were actively engaged in studies or projects or legislative activities. These committees were: Legislation, Long Range Planning, Programs, Relations With Professional Organizations, Research, and Academic Officers. Among the many topics discussed and decisions made over a period of two and a half days the ones described below are the most notable.

A major concern of the Council members at this time was federal legislation; therefore, members desired to do anything logically possible to influence its content. Members agreed they needed to increase activity to influence Congressmen. They reiterated the need to support Frank Mensel, head of legislation liaison for AAJC, in his need for reliable data so he might be more convincing in discussions with members of Congress and their staff members. Council members voted to continued support for S. 695. Suggestions for improving the content were accepted. Frank Mensel and Kenneth Skaggs agreed to provide more information about the academic program of community colleges as one to influence Congressional staff members and Congressmen. Members of the Legislative Committee told the full membership the Council should find the means to encourage those state directors who worked with state boards which had authority solely for community colleges to establish an office in Washington, D. D. to lobby for community colleges. Also suggested, the need to have a plan outlined for a few years ahead, have specific legislative goals, have "position" papers prepared pertaining to these goals with back-up data, and have in cooperation with AACJC, meetings with Congressmen in Washington. While the members of the Council failed to carry out all these ideas within the next few years, increased activity in the legislative area, state level, and nationally did occur. These ideas were in part certainly responsible for future successful efforts in establishing breakfast meetings with Congressmen and, later, the establishing of the now very successful annual Federal Affairs Workshop held usually each February. Discussion among the state directors revealed that in 1972 and subsequently, at least for a few years, several state directors became much more active in meeting candidates for governor, key state legislative leaders, and individuals running for Congress, to secure their commitment to support community colleges, or, if failing to do this provide such results to community college personnel throughout their state thus influencing the elections to some extent.

The Long Range Planning Committee made suggestions to improve the involvement of the entire membership in the functions and work of the Council. The report states that each year a few members should be asked to prepare background papers on specific topics. At each summer meeting and each fall meeting each member should be prepared to give a five minute summary of the key events in his/her state pertaining to community colleges. Each state director should give more attention to events and to data within their own state which might be valuable to other state directors and mail this information to them.

Partially reflective of the struggle of community colleges to gain recognition with other national education organizations were recommendations of the Committee on Relations With Other Organizations and Research. Members of the Relations Committee recommended that the Council become more active in establishing "liaison" relations with several of the national organizations. The most important of these in the early nineteen seventies were the American Association of Junior Colleges (with which the Council did have firm relations), the Western Interstate Commission on Higher Education (WICHE), and the American Vocational Association. Suggested also, was that more state directors themselves become involved with the Florida Leadership Centers in carrying on their own individual research projects which would benefit development of community college within their state.

The Research Committee had members who were particularly interested in and well-versed in computers resources. Fred Wellman of Illinois and Terry Tollefson of New Jersey, plus a few others, were active within their states in the new uses of computers to compile data and to explore their value in planning and managing community colleges from the state central office. They also had interest, as did Lee Henderson of Florida in compiling data from all states with community colleges in order to find solutions possibly to problems in planning and management. They saw the value and the need to secure the interest of staff for WICHE and the Nation Center for Higher Education Management Systems (NCHEMS) so community college data would become part of their regional and national studies. Also, this interest reflected the surge of activity in the late nineteen sixties and early nineteen seventies in management information systems and management by objectives. In addition, many national reports were required. These men - along with all the members of the Council - were seeking means to have many of these required reports for national agencies and the federal government coordinated and revised in content to provide common data, thus fewer reports would be required. Other recommendations of the Research Committee included: there be a national newsletter for state directors published by the Leadership Centers, that the committee be renamed "Committee on Research and Management Information", that a fall enrollment report be made each year to members and to AAJC, that an annual report be prepared each year by the officers and mailed to every state director and leaders in other national educational organizations.

The Academic Committee shaped several thoughts into a series of precise recommendations and proposed plans. At this time this committee was actually somewhat temporary, its members consisting primarily of the chief academic officers from various state central officers. They were not, therefore, actually members of the Council. They had been invited to this July, 1971 workshop meeting as part of the effort to provide more attention to planning academic programs, many of which in the allied health and technical areas were very expensive. Lou Bender, now a Professor at Florida State University and a key member of the Florida Leadership Centers, brought effective leadership to this group. They shared experiences. Listed a series of topics on which information should be shared among the state central offices. They made suggestions useful to one another regarding articulation with four year colleges, master planning of educational programs, and state and national accreditation. Explored also, the securement of qualified faculty and staff and the legal basis for the academic functions of state central office academic officers, as some found local community college personnel challenging their role. They also discussed means to collect useful data and asked Lou Bender to lead in the coordinating of this collected information. (8)

As Lou Bender later wrote to members of the Council (August 8, 1971), the previous July meeting "set a new precedent" for their Council meetings. However valuable and useful previous meetings may have been, he believed this meeting advanced as none other had, the "in-depth" discussion and analysis of higher education issues, problems, and challenges. Certainly, S. V. Martorana, chairman of the Council for 1971, had succeeded well in organizing and in using valuable professional resources. The programs and discussions were outstanding and extremely valuable, thought Bender, in bringing a stronger feeling of mutual support to exist. He (Martorana) could now, for certain, see his vision and hopes of the late fifties becoming a reality. The state directors were becoming a successful force in shaping the community college movement. This meeting would challenge the future officers. It would serve as a rich, professional experience whose content would be shared among the state directors during the next few years as they acted to support the expansion of community colleges.

At the fall 1971 meeting the members of the Council took follow-up actions on topics explored at the previous July workshop. A more dynamic role for the Council did emerge. A newsletter became a reality with the assistance of the Florida Leadership Centers. Members voted to establish a more formal liaison relationship with several national organizations hoping to influence them and to secure their cooperation on data gathering pertaining to enrollment and facilities. As will be observed later several members did become members of advisory boards for these organizations and/or actively participated in studies undertaken.

Fred Wellman (IL.) made several recommendations involving the work of the Research Committee. The most valuable of these included: improved cooperation with AACJC and the Florida Leadership Centers in preparing and submitting fall enrollment data; initiating more extensive reports on expansion in facilities, enrollment and population trends, and the means and the extent of financing community colleges; promote the development of an annual listing of important statewide studies, research dissertations and reports on topics of interest to state directors.

At this particular meeting which twenty-four state directors attended, there were also twenty-four guests. Several of these represented other educational organization and state coordinating offices; however, eleven were graduate students attending Florida State University or The University of Florida. As participants in the Kellogg Fellowship Grant program they attended as a means of gaining valuable first-hand information on the operation of community colleges as perceived by state directors. From time to time graduate students through the years attended meetings of the Council as guests of state directors or professors of higher education participating in the Council's activities. (9)

At the February, 1972 business meeting Council members voted to support "Project Focus" of the AACJC, to hold a joint meeting with the state directors of secondary vocational education, to oppose "categorical" funding in federally financed or supported educational programs, named Lee Henderson to represent the Council on the AACJC Board of Directors, endorsed the statement on community colleges developed by Frank Mensel for use in shaping federal legislation, and to have the Department of Health, Education and Welfare give more funds to the E. R. I. C. unit at the University of California in Los Angeles. This latter action was useful, for it fostered cooperation between the Council and this unit of E. R. I. C. during the late nineteen seventies into the nineteen eighties. (10) Professor Arthur Cohen as the head of E. R. I. C. has been effective in compiling research and articles concerning community colleges, and, in assisting several state directors with their publication efforts.

As recommended by Fred Wellman (IL.) and several other Council members, the state directors were extending interrelationships among professional organizations. Members of the Council began serving as liaison connections with at least a half dozen professional organizations including NCHEMS, WICHE, the American Vocational Association (AVA), and the Center for Vocational and Technical Education at Ohio State University. Another important contact now being made was with the State Higher Education Executive Officers (SHEEO). SHEEO membership consisted of men and women who were serving as commissioners of the central or highest commission or board of higher education in each state. They had ready access to the governor, to key legislative leaders, and guided the presentation of material coming from community college coordinating or governing boards to the higher education board for the entire state. The position rated high in the eyes of staff members of Congressmen. Members of the Council knew it would be of considerable value to establish an effective relationship with SHEEO.

Concurrent with these efforts to "reach out" the Council chairman received an invitation from the AACJC staff to have a member serve on its Board of Directors. Members enthusiastically elected Lee Henderson (FL.) to serve for them. This began several years of improved relationship between the Council and AACJC. Dr. Henderson served in a superb fashion. He was vice-chairman of the governing board of AACJC during the year 1975.

In January, 1972 several members had participated in a conference at Columbus, Ohio sponsored by the Center for Vocational and Technical Education. An interchange of useful concepts and ideas had occurred pertaining to two-year associate degree and certificate academic programs. Representative examples of topics discussed include; training of more teachers for new technology courses, improved liaison between the state director of high school vocational education and state director of community colleges, improved processes to plan a total vocational education program for a state, best means to implement short-term technical courses needed in business and industry, and actions likely to improve the attitude of the general public toward career education. Further, at this same meeting, Associate Commissioner for Vocational and Technical Education Robert Worthington, established a liaison group of state directors to consult with him on further developments in occupational education. (11).

A practical step occurred in implementing cooperation with professional organization in January, 1973 when SHEEO, the Council, and state directors of vocational education, plus some officials of AVA, met jointly in New Orleans. At this meeting stimulating exchanges occurred in both formal and informal settings. Worthwhile progress was now underway in securing recognition by other educational organizations.

Returning to our account of Council meetings we learn from the minutes of the July, 1972 meeting that the Executive Committee was enlarged to include the chairpersons of the standing committees thus extending by several individuals the key decision-making in the operation of the Council. The standing committees at this time included: Research and Data, Legislation, Long Range Planning, and Programs, Trends and Studies in Higher Education. Chairmen of these committees continued to seek the assistance of the Florida Leadership

Centers to provide special data needed, to conduct research on specific topics, and to assist in the location of appropriate speakers.

A second area of concentration of time and effort at the 1972 Summer Workshop concerned management information and better comparative financial reports. The committee on Research and Data had arranged for attendance at this meeting professional staff from SHEEO, NCHEMS, AACJC, ACT, and several graduate students from the Florida Leadership Centers. Most members of the Council still contended their central office staffs were being asked to provide too many different reports to these various agencies and the federal government. They pressed their point directly and strongly to the officials of these organizations. Representatives of the American College Testing organization presented an interesting report on student characteristics and the pre-college interests of secondary students.

Members used most of one session at this meeting to define better the information they would like to have collected and compared. At this time among state government officials in most states there was intense interest in management information systems and management of objectives. Likewise, among higher education institutions it was very popular to hold workshops on these topics. The computer resources of state governments and universities was increasing significantly. A new exciting research and data gathering tool was available. In all this enthusiasm it was only logical that several state directors, pressed for information by state financial officers and legislators for information, and encouraged by dynamic personalities interested in computers, became convinced useful information from many states could be compiled concerning community colleges. Fred Wellman (IL.) was one of the leaders among the state directors in this concept. The Research and Data Committee members recommended using the NCHEMS-WICHE-HEGIS Program classification coding system. Thus data would be available on financing, enrollment, construction, tuition, etc. Using this approach would produce an abundance of information from which any state director might draw from for his own use. And, indeed it would have. However, as James Wattenbarger and his staff would report within a year, the project envisioned was too complicated, lacked the needed degree of consistency, and also, not all states could provide all the data requested.

In addition to placing the chairs of the standing committees on the Executive Committee, Council members took time (July, 1972) to define more clearly the major functions of each committee. The Data and Research Committee was to be responsible "for developing and disseminating research data of an applied nature, useful to the ongoing activities of state offices" including enrollment trends, financing patterns, tuition levels, salary practices and faculty workload studies. The members also directed this committee to give attention to management information models developed which would be useful to the management of community colleges.

The committee on Legislation had stated as its main tasks, the review of all pending federal legislation which might impact community colleges and to report significant developments in state legislation, particularly in areas of tenure, collective bargaining, and finances.

This committee had been one of the most active the past few years and it would usually remain so from this point on in the development of the Council.

The Programs, Trends and Studies Committee had assigned to it reviews of studies and reports by national educational organizations, K-12 organizations, and reports pertaining to job skill needs and occupational education. Hence, for example, Carnegie Commission reports received special attention as did reports of the American Vocational Association. A little later committee members devoted time to reports involving non-traditional studies, life-long learning, and "open door" admission practices of four year colleges.

The Committee on Long Range Planning undertook responsibility of reviewing periodically the organizational structure of the Council to make certain it was allowing the members to meet new needs for discussion and actions. It also undertook further efforts for effective liaison with the Education Commission of the States, State Higher Education Executive Officers, the National Association of Chief School Officers, NCHEMS, WICHE, the National Association of manufacturers, and American Vocational Association.

Further activity at this meeting centered on the need to have within the United States Office of Education a director for a community college unit, preferably at Grade 17 or higher. The individual holding this position should have "broad experience and other strong qualifications in community college education". These beliefs were communicated again to the Commissioner and, within a year there was such a position established. Success in this effort of a few years had thus been achieved. Council members also voted to support the establishment of a Servicemen's Opportunity College, which, through the efforts of several individuals later became a reality. Members also voted to encourage the new Association of Community College Trustees to be a council under the American Association of Community/Junior Colleges rather than an independent body. (11)

In preparation for the fall, 1972 annual meeting, Chairman Lee Henderson made a written progress report to Council members. He noted a key task set at the Clearwater, Florida meeting (Fall, 1971) had been the establishment of contacts with other organizations. Considerable progress had occurred in achieving this goal. Other noteworthy activities this past year included; a few state directors chosen by Commissioner Worthington of the United States Office of Education had met with him to discuss state planning,, the content of federal vocational education legislation, the allocation of vocational education funds, and the programs in skill job training community colleges could provide. He also stated he had attended the semi-annual meetingof the State Directors of Vocational Education. Useful interchanges of concerns had occurred at this meeting. Several members of the Council had testified before Congressional committee hearings and worked with staff of legislative committees to shape content of new federal legislation. The Education Commission of the States now recognized the Council. The Council's Research and Data Committee had sponsored, in cooperation with the Florida Leadership

Centers, a successful management information systems workshop for financial officers of state community college central offices. (12)

One of the significant developments at the fall, 1972 meeting was the attendance of Dr. Marie Martin, the new community college official in the United States Office of Education. She had several years experience with community colleges including the presidency of a community college in California. She shared information concerning federal legislation being considered by several Congressional committees and the United States Office of Education personnel. Fred Wellman of Illinois stressed in one of his reports that staff at the United States Office of Education and staff of some Congressional committees were still unaware of the need to shift a considerable part of the vocational education and job skill training from the secondary school level to community colleges. They failed to estimate the role community college could perform in training and re-training workers. Dr. Martin listened intently, made useful comments, and agreed to do what she could to further education officials to the missions of community colleges. (13)

Thus, the members completed the first two years of the nineteen seventies with a series of vigorous activities building on the previous efforts of Grant Morrison, S. V. Martorana, James Wattenbarger, Al Canfield, Phil Helland, and Lou Bender. United States Office of Education officials were much more aware of state directors and their leadership role among community college personnel. The goal of having a community college oriented official in the United States Office of Education had been achieved. A half dozen or more national higher education organizations now recognized the state directors by having one or more on their advisory boards or attending their annual meetings. The summer workshop and the annual fall meetings now had in attendance representatives of NCHEMS, WICHE, AVA, SHEEO, AVA, and occasionally another national educational organization. Attendance usually numbered 25 to 35 plus guests. Officers continued to have enthusiasm for their work. Relations with AACJC were strong. Progress was occurring on better means to share information. Continued success was assured.

Footnotes for Chapter II

1. Minutes, January 5, 6, 1970. Washington, D. C. Minutes, March 3, 1970. Honolulu, Hawaii.

2. Minutes. Meeting of Officers March 19, 20, 1970. Detroit, Michigan.

3. Ibid.

4. Minutes. Meeting of Officers. July 22, 1970. Washington, D. C.

5. Minutes. November 9, 10, 1970. Denver, Colorado. Several finance officers of state offices attended this meeting sharing information on state government actions which either assisted or hindered the operation of community colleges. Much valuable information on methods and practices was also made available.

6. Minutes. December 13, 1970 and January, 1971. Washington, D. C.

7. Minutes. March 1, 1971. Washington, D. C.

8. Minutes and Reports of Committees. July 7, 8, 9, 1971. Minneapolis, Minnesota.

9. Minutes. November 9, 1971. Clearwater, Florida.

10. Minutes. February 28, 1972. Dallas, Texas.

11. Minutes. June 30, 1972. Raleigh, North Carolina.

12. Written report by Lee G. Henderson to members. October 30, 1972.

13. Report by Henderson of October 30, 1972, and Minutes. November 3, 1972. San Diego, California.

Chapter III

MEETING THE CHALLENGES OF THE MID-NINETEEN SEVENTIES

Chairmen

1973 - Dana Hamel
1974 - Philip Helland
1975 - Dean Lillie

Early in Chapter Two the author mentioned several problems and challenges the state directors encountered in the early nineteen seventies. This historical account will continue to describe these and the actions taken to cope with them. There were, however, other facets to the work and activities of state directors during these years, and their membership in the Council, which need to be brought into our account at this point.

State directors are, in most instances, expected to be executive officers, but, at the same time, they are to be coordinators. This second role, as well as the first, make their professional contacts broad in nature as well as very intense and concentrated at times. They must maintain working relations with the presidents of each community college within the state (usually ten to fifty community college presidents), and, he or she must have amicable relations with a variety of state government officials. The state director is often the "middleman", caught between the needs of local community colleges for additional state funds, approval of new buildings, and approval of new programs by the state level community college board and the state higher education board of control and officials of other state agencies who make decisions affecting community colleges. The latter may also disagree strongly with the missions of community colleges. Obviously, among these several state agencies, board chairmen, and legislative leaders many types of personalities exist. Since there are seldom sufficient state financial resources to meet the needs and the interests of local community colleges, the state director's job involves intense personal interaction, the giving of negative responses, often the postponing of decisions until the opportune time, from the point of the requestor, has passed. While there are many satisfactory moments and decisions, there are also many discouraging meetings and phone calls.

How does this relate to the Council? The Council meetings have provided the setting and the opportunity to interact with individuals who have similar problems, have a sympathetic ear, are individuals who can be trusted not to relay candid discussions. Fellow state directors are not part of the official or unofficial operational family within the state director's home state. The Council meetings, therefore, provide the means to share, to explore ideas and concerns candidly, to admit failures and ask for advice, a chance to share successes, and in a sense, a "therapy" function as well as a "professional" one.

One outlet of value at the Council meetings has been the report of each state director attending the summer workshops and the annual fall meetings. Usually, early in the schedule of these meetings a session is devoting to state reports in which the state director will summarize the major developments impacting community colleges in his or her state. These reports include comments about finances, construction, enrollment, collective bargaining, and major changes in personnel policies. It provides a chance to boast concerning new special academic programs and grants, and successful state legislation. It is an opportunity also to state to all we need help in a particular area of activity. Who among you has expertise? Who can help us? These sessions have provided the knowledge that you, as a state director, are not the only one to have had difficulty in a particular area of operation, or with a special project. These reports enrich the information any state director has about the total community college developments within the nation for within a span of two hours most of the major developments and trends among the nation's community colleges have been identified.

Beyond the importance of the general knowledge gained, these reports identify a state director who has had recent experience in dealing with a particular problem or project. Thus, a listening state director has a new resource if he or she is dealing with a like activity. Contact can be made within the same day. Means for further communication may be established or resources identified.

Even more valuable is the opportunity to establish personal contacts with a fellow state director or two, an individual or individuals who provide the opportunity to share really deep felt professional concerns. The one-on-one professional, intimate, personal exploration occur. These discussions in a quiet corner of a lounge, during a breakfast meeting, in the bar over a drink, beside the pool of the hotel or motel, during a walk or after a game or two of tennis provide the means to clarify thinking, to gain reassurances, to share what a state director cannot do with any other professional. These have been and are, needed moments. They provide the moments essential at times for improvement of mental health, emotional stability and rejuvenation necessary to tackle further tasks and problems.

Another phase of the life of the Council appropriate to explore at this time as a means to understand its work and activities, is one of diversity. There has always been considerable diversity among the state directors as they faced issues and sought agreement on actions. On the surface this would not appear to be the case for most state directors have been white males, educated in mostly public higher education institutions, and active in higher education most of the years before becoming a state director. However, the time and the manner, in which community colleges emerged in the fifties, sixties, seventies, and eighties, have impacted attitudes and forces influencing voting at Council meetings. For example, some states had, by the early nineteen seventies, established the means for division of federal vocational education dollars within the state so that community colleges received as much as 25 to 35 percent of the funds available. In other states, community colleges might be receiving only 15 percent, and this because of a federally mandated "set-aside". This influenced the interest in seeing a need to change the method of distributing vocational education funds. Another factor in diversity was the age of a community college movement within a state. Those states more recently establishing community college were more likely yet in the early seventies to be oriented highly toward the liberal arts transfer program rather than the newer two year curricula in business, the technologies, and health care. This shaped to some extent the degree of interest in federal funding for job training and occupational education programs. Further, some states had much better financial arrangements for support of community colleges and, therefore, were not as highly interested in seeking federal dollars. By the mid-nineteen seventies several states had in place rather sophisticated computer resources for collecting data and managing the coordination of community college programs while other states lacked these new resources. Thus, attitudes varied on the time and effort which state directors should devote to collection of data, and, how much they could productively share with their colleagues. It was, therefore, not always easy to chair the Council meetings or to lead discussions to secure a strong decision for a particular line of action. There were times when a state director could not, within his or her own state, support the vote of the majority of Council members. To have done so would have brought him or her into too much conflict with the state governing board for community colleges (his or her boss) or with major state level decisions made in the office of the governor or by state legislation.

This diversity, while occasionally troublesome, enriched the interaction. Valuable amendments were often made to the original proposed resolutions. Useful insight were presented to issues not originally noted by others. Fortunately, by exercising good judgment, by careful listening and through effective chair leadership this diversity has not resulted in creating antagonistic feelings among or between members to the level of presenting constructive attitudes and comments from dominating discussions and actions.

The resources provided the Council by the Florida Leadership Centers for the summer workshops of 1971 and 1972 continued with the 1973 summer workshop held in Newport, Rhode Island. State directors

Charles (CT.), Dwyer (MA.), Flanagan (R.I.), and Hamel (VA.), ably assisted by Professors Bender and Wattenbarger arranged for a full agenda and effective speakers. This meeting, like the 1971 and 1972 workshops, was one of valuable moments of relaxation and intense input and discussions on several key issues.

James Wattenbarger provided an historical account of the Council's efforts to establish a reliable MIS information operation to compile data useful to state directors. Early efforts, he observed, had obviously been too complex and too detailed. Discussion and interaction with Council members now provided guidelines which he and Dean Lillie (CO.), chair of the Research Committee, could recommend to the members as likely workable. The reports to be compiled by Professor Wattenbarger and his staff would center on enrollment, full-time equivalent (FTE) student data, finances, salary levels, faculty/student ratios, and tuition charges. Other data state directors might want hopefully could be located in the reports from NCHEMS, WICHE, HEGIS, the National Science Foundation, and the National Committee for Funding Post-Secondary Education. Dean Lillie also reported the Research Committee hoped to have from NCHEMS by the fall meeting of the Council reports on two of their key projects involving community colleges.

John Mundt (WA.) made the report for the Long Range Planning Committee. Highlights of this report are: most state directors need to give more attention to long range planning; state directors should be more active in sharing their own studies and legislative successes; state directors should become more vigorous in seeking federal legislation which would increase funding for job skill and occupational education; and, give more time to public relations themes which stress the value of community college education with the attention to counseling, smaller classes and better teaching rather than it is less expensive.

Mention has been made earlier of federal legislation which would implement 1202 Commissions for each state to better plan and coordinate total higher education effort. These were of special concern to the Council because they were to provide for "statewide planning" of all sectors of post-secondary education within a state. Also, noted in our summary of remarks by Commissioner Allen (July, 1972) was his emphasis on statewide coordination of higher education and community college programs. The late nineteen sixties and early nineteen seventies were years of considerable state legislation to re-structure state higher education governing boards, their responsibilities and functions, and to establish a top level state higher education governing or coordinating board. The federal legislation under consideration in the early nineteen seventies attempted to identify the general make-up of this top level board and establish appropriate terminology for higher education units which were, and would later, receive various types of federal appropriations and grants. The Council members continued, therefore, at this 1973 summer meeting to devote considerable time to the latest drafts of legislation being considered. They gave special attention to Sections X-A and X-B of the higher education bill describing 1202 commissions. They sought stronger language recognizing community colleges, but still allowing for some four year colleges with two year (freshman-sophomore) branches to receive some of the funds for allied health and occupational education programs. Frank Mensel of AACJC was present to help lead this discussion and provide up-to-date legislative information, and, representatives of the United States Office of Education participated.

In addition to the spirited debates and educational discussions at this July 1973 meeting, Richard Millard of the Education Commission of the States, Ben Lawrence of NCHEMS, Eileen Kuhns of AACJC, and Jack Michie of the United States office of Education presented informative papers pertaining to several important issues in higher education. Chairman Hamel also announced the officers would soon meet with Dr. Edmund Gleazer, President of AACJC to discuss better means to accomplish the mutual goals of the two organizations, the Council and AACJC. (1)

The meeting with Dr. Gleazer occurred in October, 1973. Topics explored included:

1. The best means to determine the joint projects appropriate to both organizations.
2. Improvement in the use of Jack Tirrell, the newly selected federal liaison person for AACJC.
3. How best to mobilize the state directors more effectively and extensively to cause passage of federal legislation favorable to community colleges.
4. Ways the state central office staffs could be more helpful in collecting and supplying data the AACJC staff needed.

5. Improved relations with the Education Commission of the States.
6. Activity needed to limit the powers of accrediting organizations.
7. The need to launch new information and materials pertaining to life-long learning and adult education.
8. Further activity to improve the education and training of community college faulty and staff.
9. The ways AACJC might become a service agency for the Council.

The Council officers agreed that if they had further interest in Number 9 they would submit a written proposal to AACJC. (2)

The annual meeting in November, 1973 followed by a meeting of the Executive Committee produced changes in the structure of the Council. Amendments to the by-laws recommended by members Helland, Hamel and Wellman strengthened the committees. The title of vice chairman became that of chairman-elect. The offices of treasurer and secretary became alternate terms of office in years served, and, the committee chairmanships became two year terms. The term of office for the Council's representative to AACJC was changed to meet the requirements of the latter regulations for membership on its Board of Directors. The chair was also directed by vote of the members to initiate contact with the executive head of the new Association of Community College Trustees organization to offer cooperation with it. The ACCT members had decided not to be a formal part of AACJC, but to be separate and to cooperate with the AACJC. While the officers did discuss the concept of AACJC becoming a service agency for the Council, no specific decision was made to forward any written request. Finally, at this same meeting Professor Wattenbarger presented a report on the activities of the Florida Leadership Centers. Council members also asked the chair to contact Dr. Lyman Glenny who they understood was to undertake a study of state formulae processes and guides for financial support of higher education. Several state directors thought it advisable for the Council to establish a working relation with him as a means to make sure community college data was available and used. James Wattenbarger announced the MIS forms were now ready for mailing to all state directors for further review. He requested state directors to give these their personal attention and to assist their staffs in producing accurate data and prompt returns. (3)

The business meetings of the Council at the AACJC annual meetings each spring have been short with only very essential items on the agenda. So it was with the meeting of February, 1974, Council members devoted a short time to organizational matters, determined dates and places for the summer workshop and fall annual meetings, and heard a brief report stating the new 1202 Commissions for state higher education coordination were now being established and most should be in place by mid-1975. The chairperson and other state directors present reminded one another they must all be active in shaping the membership of these 1202 Commissions. Contacts should be made with staff of the governors office and with top level state political leaders providing names of individuals who would be effective members and knowledgeable concerning community college and public higher education. Members noted the Council needed to secure a tax exempt status. (4)

Carson City, Nevada was the location for the 1974 summer workshop. Thirty-six sate directors attended this meeting, plus other professionally interested individuals. Significant news at this meeting included the report of the treasurer. The Council had in three years moved from only a few thousand dollars in its treasury to a level of fifteen thousand. Part of this accumulation was due to the installed dues, but some also because the Florida Leadership Centers had been able to use part of the Kellogg Foundation grant to underwrite much of the costs of the summer workshops. And, also the officers had been careful with expenditures so a reserve fund would accumulate to a level whereby special research studies and special reports might be financed. The key current known project to be undertaken shortly was the MIS/financial studies and reports by James Wattenbarger. During the remaining years of the nineteen seventies state legislative reports, special topical studies and a state central office evaluation project lasting several years were completed.

Other matters discussed at the meeting in Carson City included possible funding of an annual state legislative survey, that community service and non-credit expenditures of community colleges be incorporated into the financial reports to be prepared by Professor Wattenbarger, that future meetings be less formal, and that the programs be more varied by inviting economists, environmentalists, labor and business leaders, and scientists as speakers. Dean Lillie summarized the several on-going contacts he and other members were having with several other higher education organizations. (5)

At its fall, 1974 annual meeting in Lexington, Kentucky members of the Council voted to support the proposal of Professor S. V. Martorana of Pennsylvania State University to undertake an annual survey, recording and analysis of state legislation affecting community colleges _if_ no foundation funds were secured. Since no foundation funds were secured within the next several months the Council became a co-sponsor of this project along with the Center for the Study of Higher Education of Pennsylvania State University. The reports have concentrated on pertinent legislation affecting community, junior and two-year technical colleges offering associate degree programs. The reports have probed analytically into the nature of issues which attract state legislation. Each report has consisted of an analysis of state legislation passed the previous year or two years (essay form), followed by sets of tables related to legislation arranged by topics, and usually an analytical summary with conclusions. Within a half decade these reports included state legislation pertaining to community, junior and technical colleges for at least forty-six states, and sometimes for all the states. For any graduate student interested in community college legislation as a phase of community college development and for officials in higher education, there is no better source than these reports.

For more than a year at this point Jack Tirrell had been the chief lobbyist for AACJC in Washington, D. D. He had attended meetings of the Council becoming familiar with the interests of its members. In his report at this fall meeting he called attention to the new paperback entitled The Case For Low Tuition recommending it as an important source of data and ideas to support the low tuition policy of public community colleges. He and Ken Wright (N.J.) provided an up-date on current discussions pertaining to vocational legislation being considered by Congress. Council members agreed the Council must still support a dual delivery system within states for vocational education funds, although most still wanted improvements which would provide more influence for community colleges in the distribution of these federal dollars within a state.

Lee Henderson reported the Board of Directors of AACJC had determined how to recognize more councils for membership on its board. AACJC faced the fact that the Council for state directors could not be the only council with representation on its governing board. Hence, councils would now have the opportunity to elect two council representatives to the Board of Directors. Within a short time the election process started. Through the years the Council has won its fair share of elections and, therefore, representation on the Board of Directors of AACJC. In 1991, one of its members, David Pierce (IL.), became the president of AACJC.

Increasingly in the nineteen seventies a topic mentioned in several of the verbal reports by state directors was that of collective bargaining. In some states collective bargaining was still existing on a unit or local basis, that is, there were no state laws mandating collective bargaining in higher education or for state employees. Indeed, in a minority of states collective bargaining was still very unpopular for public employees. However, in many northern states collective bargaining for public employees had been encouraged by this time via favorably state laws. Charles Donnelly (NV.) reported at this meeting that in recent months the movement for collective bargaining in higher education had been increasing. Some contracts were negotiated amicably but in other instances contract negotiations had been tense, strikes occurring. There was also some discussion of a new national law which might force collective bargaining to exist among all units of higher education. He encouraged state directors to keep aware of developments, to keep their governing boards aware of processes and key content of new contracts, and to share information with other state directors concerning developments within ones own state. (6)

The officers met in March, 1975 to finalize plans for a meeting in Seattle in April, to plan for the summer workshop, and to take steps toward incorporation of the Council. They confirmed support for Professor Martorana's state legislative studies and heard a suggestion by John Mundt (WA.) that self-studies of state central office structures and operations would be valuable as a means to improve the leadership role for state directors and their key staff members. Jerry Walter of Ohio State University agreed to develop specific processes and ideas for such a project. Lee Henderson reported AACJC's governing board was moving ahead with the new process for electing Council representation. The Council would soon need to nominate someone to run for the Board of Directors standing in competition against representatives from other councils.

At the Seattle meeting Ron Daugherty of Ohio State University presented concepts for self-studies of central state offices managed by state directors. The chairman, recognizing the interest of many state directors in the renewed activities within the nation for community-based education, requested the Issues and Trends Committee to seek out additional information concerning developments and to establish a useful line of communication with individuals most active in this phase of public education. At this same meeting a lengthy and useful discussion concerning equal opportunity in education occurred following presentations by Roberta Sequra, Leonard Salazure and Henry Costa who were invited speakers for this meeting. Their concerns and ideas and facts presented provided excellent stimuli for exploration for continued efforts in providing equal educational opportunities for minorities and women in community colleges. Other helpful presentations included: Lowell Cook on private funding for two-year colleges; Carol Sturgis on OSHA regulations and the possible impact this new federal safety effort might have on plant operations of community colleges facilities and the offering of new courses at community colleges; and Clem Lansburg on the impact of economic recessions on public community college enrollment. (7)

Many members of the Council, seeing the value in member Mundt's ideas for self-study of central offices, had encouraged the officers to develop more definite plans for implementation. Hence, at this meeting Jim Owen, at this time a graduate student in the Leadership Centers (Florida), was requested to develop a total plan for implementation. He became the chief coordinator of these efforts.

He was a diligent worker. He had ready, therefore, by the summer workshop of 1975, a comprehensive proposal for the self-study of a state central office structure and operation. The title, Self-Study Manual for Sate Governing and Coordinating Boards for Community/Junior Colleges was a seven page outline of topics and phases of operations to be analyzed and studied with a series of topics and phases of operations to be categorized. There was a series of questions for each section. The key divisions of study proposed included; purposes and objectives, organization and administration, planning, external influences and activities. This manual also included a comprehensive bibliography of resource materials. (8) Members voted to support this self study project for a minimum of two years. The studies were to be on a volunteer basis and limited in number per year.

During the summer workshop Jack Tirrell up-dated the developments in federal legislation. Generally, he believed community colleges were succeeding in increasing their share of work training funds and vocational education funds. They would also benefit from higher levels of funding for student financial aid. James Wattenbarger stated the Kellogg Foundation grant funds were now expended; therefore, the Council would be on its own in financing the summer workshops. The Florida Leadership Centers would continue to operate, he said, however, largely on their own sources of income. Representatives from NCHEMS reported community colleges were included in a new State Level Information Base set of data which would be useful to many state and federal officials in the years ahead. Stan Wall (KY.) presented a report on efforts to incorporate the Council.

He had completed all essential details. The chair directed him to complete the task and the Council would pay all necessary costs. After a few moments of discussion it was agreed the Florida Leadership Centers would reduce the number of issues of The Reporter to two issues per year. This would reduce the flow of information among the directors, but cost needed to be reduced.

Council members met in Charleston, South Carolina for their fall, 1975 meeting. Fred Wellman reported the Council of University and College Professors desired to work closely with the state directors. Members passed a resolution to encourage the two sets of officers and members to work effectively to promote community colleges. Members voted a resolution of appreciation to S. V. Martorana and Gary McGuire for their report on state legislation. Jim Owen was recognized for his effective work with central offices involved in initiating self-studies. Stanly Wall (KY.) reported on his efforts to have suitable incorporation regulations met. Members voted acceptance of his work and asked him to wrap-up the incorporation process. A motion to increase the annual dues from $150 to $200 met defeat.

Committee chairmen made reports, a few quite comprehensive. The report of Searle Charles for the Issues and Trends Committee concentrated on the self-evaluation study effort. It also identified these topics of priority concern to members: how to secure more funding; collective bargaining activities; task to preserve open door admissions; need to give more attention to community education for young through the elderly age; federal funding. Tom Spencer (AK.) reported members of the Legislative Committee had continued concern about proposed regulations by the Veterans Administration as these impacted veterans attending college. Members later in the meeting voted to combine the Issues and Trends Committee with the Activities and Projects Committee so the Council would have only three working committees. These would be: Issues and Trends; Legislative; Data and Research. (10)

A significant development in public higher education during the late nineteen sixties and early nineteen seventies had been the open admissions movement. This movement was particularly strong in the Middle Atlantic States and in California. This demand for open admissions to programs and classes impacted the community colleges in many states as well as public four year colleges and universities. It's force and influence warped and changed in many community college the traditional open door admissions philosophy and processes of public junior and community colleges. There are important differences between open admissions and open door admissions. Within the overall general social upheavals of the late nineteen sixties rose the demand by thousands of students - and future students - that they should have the right to select their own courses, should not be restricted by a system of pre-requisite courses, and should be able to select any academic program they preferred. In short, academic counseling was to be shoved aside. If the new approach resulted in a higher percentage of failure to complete programs or courses it was not too high a price to pay to exercise this freedom of choice.

This new open admissions concept replaced the open door admissions processes of the community/junior colleges as they had established themselves and their programs in the twenties thirties, forties, fifties, and early sixties. Open door admissions is a process which is intended by all means to assure the opportunity to begin a postsecondary education program. It removes artificial entrance barriers. But open door admissions involves careful counseling, testing, evaluation upon entering a college. At times remedial or high school level courses are required before moving on to regular college level courses. Limits to total courses taken are frequently imposed. Attention is given to academic work load and part-time/full-time employment. Public junior and community college leaders and literally thousands of two year college personnel had worked diligently for thirty years or more to assure the dominance of open door admissions so that both educational opportunity and quality of education would exist in the public two year college. Now social pressures were forcing a strong modification of this concept of education.

The minutes of the Council during the first half of the nineteen seventies do not indicate members took any particular action or passed a resolution pertaining to this trend toward open admissions. However, there was considerable discussion of these new pressures during the informal hours of the meetings - during lunches, coffee breaks, the dinner hour, or one-on-one conversations. Most believed this was a serious negative development impacting the community colleges. Perhaps because many four year public universities and colleges were also modifying their admissions and course selection processes the trend seemed not quite so unpalatable to some directors

- and to many local college boards and presidents. However, this trend, combined with the great pressures to admit more and more students, did tend to raise the issue, at least in the minds of the critics of community colleges, as to whether some community colleges were more interested in numbers, hence more state financial support, than the quality of programs and courses offered and assurance of completion of educational goals.

After fifteen years of existence Council members could properly note many successes in assisting the community college movement, each other, their own governing boards, and AACJC. But members also knew a continued, vigorous effort would be needed if community colleges were to meet the demands for more and more programs and courses, if quality of programs was to be assured and maintained, if equipment was of the type needed to provide the class experiences necessary to meet the needs of employers for skills and work knowledge. They saw and understood the great need for adult/life-long education, and, they knew that many governors and sate legislators and Congressmen in Washington did not understand as yet the great need to expand the retraining of adults for new and better jobs. They knew the challenge to retrain adults and to meet new educational demands in a rapidly changing technological society would be a tremendous task during the remainder of the 20th century.

Footnotes for Chapter III

1. Minutes. July 5, 6, 1973. Newport, R. I.

2. Minutes. October 19, 1973.

3. Minutes. October 30, 1973 and November 2, 3, 1973. Officers meeting. Minutes. October 31, 1973 and November 1, 1973. Kansas City, Missouri.

4. Minutes. February 24, 25, 1974. Washington, D. C.

5. Minutes. July 2, 1974. Carson City, Nevada.

6. Minutes. November 8, 1974. Lexington, Kentucky.

7. Minutes. April 14, 1975. Seattle, Washington.

8. Draft in Council's file. No date. From chancellor's office. California.

9. Minutes. July 8, 1975. Estes Park, Colorado.

10. Minutes. November 7, 1975. Charleston, South Carolina.

Chapter IV

PROBLEMS AND ISSUES OF THE LATE NINETEEN SEVENTIES

Chairmen

1976 - Fred Wellman
1977 - Searle Charles
1978 - Stanley Wall
1979 - Tom Spencer

A majority of community colleges faced several key issues and challenges as the community college growth continued. The problems of building space and operating funds plagued many community colleges, particularly in the Northeast, as it continued its shift from heavy manufacturing to light manufacturing and the new electronics industries. State support may have technically increased in the number of dollars appropriated, but not at the same level as enrollment, new program introduction, and rate of inflation. Some of the community colleges were convincing state officials that community colleges could be a great asset in obtaining new industry. Job training was making progress in several states. Four year public and private colleges continued to increase their adult education programs. This, in turn, raised questions in the minds of many state officials about duplication of programs and services which increased the tension in the struggle for state funds. Centralization of higher education governance continued with more dependence on state dollars also occurring. This concerned local community college governing boards, the leaders of the American Association of Community/Junior Colleges, the Association of Community College Trustees, and the members of the Council. The latter were often caught in the middle of this trend. While some may have contributed to centralization of state coordination of community colleges, the majority really supported the dominance of local boards of trustees in managing and operating local community colleges. Several state directors actually fought centralization, particularly when it would move more control to the state higher education board or commission or another state agency for part of the operations.

Another issue which we shall give attention to in this chapter is that of proposed changes by the American Nursing Association in the associate degree program for RN nurses. This two year program had become one of the most successful among the job oriented curricula of community colleges. The struggle to keep this key curricula intact began in the late seventies and, in some states, continues to the present day.

The spring, 1976 meeting of the Council, held as usual in conjunction with the AACJC meeting, consisted of a variety of topics all very briefly discussed. Lee Henderson reported that the Board of Directors of AACJC had become very concerned about various pressures which were limiting enrollment; therefore, the open door admissions philosophy was being restricted. Literally thousands of citizens were being turned away from community colleges because of lack of operating funds and facilities and equipment. He also noted the AACJC felt the continued upward movement of state authority in control of community colleges must in some way be counteracted. Lastly, he pointed out that moves for more collective bargaining were strong. Some sates might be in a position to avoid collective bargaining but the majority faced laws which made implementation of reality. Therefore, he shared more material from AACJC on the best means to move toward collective bargaining in an effective manner.

Additional reports included S. V. Martorana on the 1973-75 state legislative study, Jack Tirrell on federal legislation, and James

Wattenbarger on the MIS and financial data collections. Bill Dwyer (MA.) reporting for the Research and Data Committee recommended the Council work closely with the new Council on Colleges and Universities. The Council members again confirmed they wished the officers to do this. George Moody (MI.) as head of the Issues, Trends and Projects Committee, presented a list of organizations the Council needed to maintain liaison with and asked for volunteers to replace members of the Council who had undertaken this task for several years. He also noted the self-evaluation of central offices study was well underway and progressing nicely and that a request for $2400 in support had been made to the Association of Governing Boards. He encouraged members to develop and to provide the Council with any useful papers on collective bargaining, open door admissions, community education and international education. Suzanne Fletcher of AACJC reported on the activities of AACJC and affiliated groups in increasing interest in community-based education.

For the summer workshop of 1976 the state directors met in Willow Grove, Pennsylvania to be near some of historical buildings in Philadelphia. The weather was hot, humid, sticky, but this did not prevent members of the Council and several of its professional friends from having a full agenda and some intense discussions. One of the lengthier discussions centered on local decision-making vs. state control. Several shades of opinion emerged. In any event, the general sentiment was centralization was getting out-of-hand. Members requested the chair to contact AACJC staff to determine what the Council might do to assist community colleges in keeping more policy-making and fund control at the local level, and, most certainly, not a higher state level than the state's coordinating or governing board for community colleges.

Jack Tirrell reported that the movement toward a national law favorable to collective bargaining in public agencies was now dead. No such legislation would be passed. He pointed out that a recent Supreme Court decision stipulated that under certain conditions public funds (state dollars) could be provided to private colleges. Also, important to know, he stated, was the recent Congressional action prohibiting pre-payments or any type of advanced payments to veterans. He also stated he thought that in midst of the energy crises of the nineteen seventies the newly formed Michigan Southeast League creating an Environmental Research Institute had merit. Other states should consider such a structure. (Later in the program representatives of the institute described their program.)

Other information shared included a report by Jim Owen on the self-study project. AGB had approved $2500 for the project. Four states had recently launched self-study activities. Lee Henderson stated the new Center for Community Education of AACJC was moving along, that AACJC had secured a grant to expand working contacts with labor organizations and the American Vocational Association, that AACJC planned to expand its international education activities, and that it planned to back the Community College of the Air Force concept. (Later the Council passed a motion to support the Community College of the Air Force and continued to do so through the years.)

Max Lerner (OH.) chair of the Research and Data Committee, reported members of that committee and Professor James Wattenbarger had concludd a true MIS information project was too time consuming for the staffs of state directors and his staff; however, the financial information gathering previously agreed to would continue proving to be useful. Committee members had also requested Max Lerner to encourage state directors to become more active with community college presidents in conducting follow-up studies of graduates. This information was needed to work more closely with state officials and with federal agency officials and United States Congressmen. (1)

The annual fall meeting of 1976 was held in Jackson, Mississippi. This meeting was shorter than most fall meetings. The individual state reports clearly indicated these were key issues for community colleges; drops in enrollment of veterans, need to increase tuition; lack of facilities, operational funds, and equipment to meet enrollment demands; collective bargaining; the changing roles of state directors; losses in autonomy; and for a few states (later to include many states) proposed changes in the associate degree nursing program.

Federal legislation seemed to be in a fairly good status from the point of view of community colleges. Searle Charles had attended two major meetings for the Council pertaining to community education within community colleges. He reported that AACJC staff was making some progress on selling the importance of communty collees being the key force in sponsoring and controlling community-based eduation within a city or region but he sensed many community college personnel had insufficient background in community education, indeed even the had insufficient background in community education, indeed even the true public community college missions that many community colleges throughout the nation would never become active participants in this movement. Lee Henderson, reporting on his work as liaison with AACJC, stated the staff of AACJC was being active in supporting several states in opposing several of the new regulations set-forth by the Veterans Administration. The Council had at a previous meeting voted to encourage its chair and AACJC to oppose many of these proposed regulations as they were nearly impractical to implement. S. V. Martorana reported he had been requested to conduct a new study on efforts within higher education throughout the United States to form regional cooperative structures. He wanted members of the Council to serve on the advisory board for this study. Searle Charles was assigned this role and participated through the completion of Professor Martorana's report. (2)

The main topic at the spring, 1977 meeting was that of federal legislation. Claire Olson who had worked with Jack Tirrell for several months presented a comprehensive report. She reviewed the struggle with the regulations of the Veterans Administration, the key elements of a newly proposed public works employment bill, and developments with federal energy agencies. She stressed that a new bill, the Perkins Bill (Elementary and Secondary Career Education Bill) would, if passed, provide much more money for two year post-secondary education institutions. Jack Tirrell had reported to the executive officers on the previous day that ten state pilot energy grants would be made. He encouraged the state directors to try for some of these grants with specific community colleges. This chair shared this information with members.

This spring, 1977 meeting, again held in connection with the annual meeting of AACJC, was more significant than most in that for the first time in many years the Council undertook sponsorship of sessions within the total AACJC program. Searle Charles as chair of the Council for 1977 secured Richard Millard of the Education Commission of the States staff and John Folger, Commission of Higher Education in Tennessee, to present papers on "The Changing Environment in the States: Implications for Community Colleges". Lee Henderson (FL.) and Dana Hamel (VA.) served as lively, dynamic reactors. This session proved to have one of the highest attendance at this AACJC meeting. Fred Wellman (IL.) also organized a program for a forum on budget reform and sate agencies which was well attended. From this time on, in most years, the Council has sponsored one or more forums at the annual AACJC meetings. (3)

By this time the Council was operating with roughly $13,000 to $15,000 in its budget. At most meetings 22 to 28 members were in attendance, but on occasion as many as 33 or 35 attended. Several states did not in these years have community colleges, and, in a few other states, an official with multiple higher education responsibilities had the supervision of community colleges as well; therefore, the workload and/or lack of intense interest prevented active participation with the Council. Structure within a state varied also. In a few states, Virginia and Connecticut as examples, the state board was the actual legal governing board for all the community colleges within the state. In most states the state community college board was a coordinating board with legal authority to manage being with the local boards. In Kentucky and Alaska the state director was a top level official of the state university system. While most states had a higher education structure which recognized the state director as head of an office with specific responsibilities for community/junior colleges, in several states this office was merely one of several staff positions within a centralized higher education system. With the many adjustments in the structure of these higher education offices in the nineteen seventies there were several changes in the individuals holding the state director's position. In fact, changes became so common by the mid-seventies it was of concern to the Council for it could be seen so many changes brought a degree of uncertainty and instability in leadership, in continuity of building a solid base for community college leadership within a state. Members of the Council discussed their concerns but there was little the Council as an organization could do except to be as supportive of new members as possible sharing information and experiences. This shift in personnel did, a times, have a negative impact on attendance at Council meetings and in keeping the committee structure functioning as the chair would have preferred.

At the summer 1977 workshop Jim Owen reported that three self-evaluation projects had been completed. Five more states had asked to participate - Illinois, Florida, Washington, Alabama, and Wisconsin. The chair reported that liaison assignments had been made and contacts with other organizations were continuing. The major points of concern within the community college movement as reflected in comments of members were: restructuring of offices at the state level and funding; changes in tax structures; and, funding of adult/continuing education. (3)

Committee reports comprised a major portion of the time at the summer workshop. The chair of the Legislative Committee reported his members recommended continuing strong support of Professor Martorana's state legislative project, the financing of two research projects (subjects to be determined later), and continued follow-up activity as needed by AACJC concerning CETA legislation, the new youth employment bill, legislation for the handicapped and life-long learning. For the Issues and Trends Committee Roger Basset and Kent Caruthers of NCHEMS presented an outline of a proposed study on state level planning and financing of post-secondary education. They asked members of the Council to send along suggestions for content and topics to be included. Members of the Research Committee stated that state directors had reported in a recent survey they needed assistance in dealing with CETA regulations and securement of CETA funds, more information on how to assist effectively in the formation of state Five Year Vocational Education plans, more data on faculty workload patterns, and how to combat the movement of four year universities into offering associate degree and specialized technical curricula already offered by community colleges.

The Chair reported that efforts to have ERIC of the University of California at Los Angeles (UCLA) finance a study of state vs. local control of community colleges had failed. However, the staff did express an interest indicating they would continue consideration of the project. A few years later with their assistance a volume in the New Directions Series devoted to this subject was completed. At this same meeting professional members of the aerospace education branch of the armed services presented new information on space explorations. Jack Tirrell provided information on federal legislation none of which needed special action by the Council. (4)

During the morning session of the annual fall meting of 1977 members listened to effective and useful presentations Morris Keeton of CAEL on adult and continuing education, Dana Hamel concerning recent developments in national accreditation functions, and Edmund Gleazer on the current major activities of AACJC. Also, Richard Millard described several projects being conducted by the Education Commission of the States. One of the interesting points of information shared by Dr. Gleazer was that the Brookings Institution planned a study of the financing of community/junior colleges throughout the United States. He encouraged the state directors to be alert to this study and to have, if possible, a member of the Council on the advisory committee for the study.

Reference has been in keeping the emphasis on local control of community colleges, and, also, in support of the AACJC activities to emphasize community oriented education. At this meeting John Mundt of Washington gave an interesting and thoughtful speech entitled, "Keeping Community in Community Colleges". He stressed the importance for state directors to help community colleges keep curricula and student support services focused on the needs of each locality. Each region or city of rural area served by a community college was to some degree different. State centralization pressures should not dominate the shaping of curricula and student services, except as the local needs reflected important characteristics of the state.

During the business session of the meeting several reports of value were presented. Joyce Clampitt, a graduate student completing a community college major,discussed trends in the funding of community colleges. S. V. Martorana reported on developments in state legislation impacting community colleges. Sam Paterson from the United States Office of Education brought members up-to-date on developments on that office. Stan Wall (KY.) suggested a few changes to the articles of incorporation. Members voted these changes. Jim Owen stated several additional state directors now had self-study projects underway. And, members voted a resolution of thank you for Marie Martin who had worked hard to have the staff in the United States Office of Education the last four years understand and accept positively the concept and value of community colleges. (5)

Chairman Stan Wall announced at his first meeting as chairman for 1978 that full incorporation of the Council was in place. The Council now met fully tax exempt status. An important decision at this meting in Atlanta, Georgia was to vote $3,000 to assist James Wattenbarger of the University of Florida in completion of a more comprehensive analysis of the financial operations of community/junior colleges throughout the nation. He had managed to raise $7,000 within the University of Florida structure. Professor S. V. Martorana reported on the 1977 state legislative study. The Council members and he agreed these studies should continue.

Ms. Revonda Williams, Director of Vocational-Technical Education Programs in the Department of Energy presented an interesting report on possible activities by community colleges in experimental programs. She requested assistance in establishing contacts within each state, and, offered her full cooperation in providing information. Arthur Cohen of ERIC (UCLA) reported on a recent study on the status of the humanities in two-year colleges. He urged state directors to encourage community college presidents to be more supportive of the humanities noting there has been some decline in offerings and enrollment. He realized there was great need for more technical education, but still felt the humanities had important values for community college students. Lee Henderson told members AACJC needed their assistance in contacting members of Congress for increases in the appropriations for student financial aid programs. The chair announced that John Mundt, Fred Wellman, and Searle Charles were presenting the topic "Interaction of State and Local Controls in Governance and Administration of Public Community Colleges' at the spring AACJC meeting. (6)

Twenty-three state directors and at least a half dozen guests attended the summer 1978 workshop held in Albany, New York. Following the usual state reports John Augenblich of the Education Commission of the States spoke to the Council members on the difficulties ECS was encountering in studying the taxation methods of funding public K-12 education among the states. ECS had an interest, he stated, in undertaking soon a similar study of the financing of community colleges, particularly the role of tuition. The states varies so extensively in financing and agencies were so slow to respond that the K-12 study was progressing very slowly and with much difficulty. Question? How could a study of financing of community colleges be conducted with less difficulty? How could it be efficiently done? He welcomed suggestions and indicated that later the Council would be contacted to have a member or two serve on the advisory committee.

As one means to make certain the state directors were not misinterpreting the goals of the American Nursing Association in the reshaping of the educational program to be a registered nurse the executive officers of the Council invited Dr. Catherine Welch of the New York Nursing Association to present the ANA concepts. She did this very effectively. Useful discussion occurred. However, the state directors concluded the current two-year associate degree with usual modifications from experience still served individuals and hospitals very adequately.

Another interesting speaker at this meeting was Gene Bottoms of the American Vocational Association. As the executive head of that organization he stressed the need for the United States to expand technical education programs in the high schools and in the community and technical colleges. He pointed out two significant challenges which must be met. One, secure funds for the new sophisticated and expensive equipment needed in the labs. Two, the training of personnel in the latest production techniques and the job skills actually needed for the newest machines and computers. He stated his organization was interested in working with the Council and AACJC in convincing legislators, state and federal, that spending for high quality technical education was a productive investment of the tax dollars, not a net cost to the tax payer.

During the past eighteen months the battle on the famous Proposition 13 in California had been fought with the sponsors winning. It was having a significant negative impact on education in California including the community colleges. Bill Craig of California presented an up-date to members. He noted that while programs were being curtailed there were many people in California including some supporters of community colleges who felt the belt tightening would produce improvements in efficiency, and, that many of the students could afford to pay a low tuition rather than none at all. In most states community colleges had always charged some tuition and fees.

Other presentations at this meeting included a comprehensive report on federal legislation by Jack Tirrell, Roger Bassett of NCHEMS on its studies in higher education, Jim Owens on the self-study of central offices, Joe Bruno of Pennsylvania on the recent SHEEO meeting, and Wayne Smutz for S. V. Martorana on the most recent state legislative compilations.

For several years some members of the Council had been concerned that the treasury of the Council did not have a sufficient reserve level. The projects of S. V. Martorana and James Wattenbarger had been supported the last few years with grants of $2000 to $3000 each. As noted earlier the Kellogg Foundation Grant funds had been fully used by 1975. In July, 1978 the Council had funds equal to $12,000 but needed to pay shortly the funds for the state legislative study and the financial study. Dues were still at the $150 annual level. One drain on the funds of the Council were the summer workshops and the fall annual meetings. The fees charged had not been sufficient to meet all the expenses. The Council had also been paying the actual travel expenses of each state director to the summer workshop. After a fairly lengthy discussion members voted to empower the officers to set the fees for meeting at a level to assure a profit, to explore an increase in dues, and to determine if some of the study and research projects of the Council might be financed by grants from private foundations. (7)

A very full agenda faced members of the Council as they met in Washington, D. C. in December, 1978. One key problem being faced by local community colleges and the central state office staffs was the statistics needed by the federal government showing in what ways states and colleges used the federal vocational education funds. During the pst two years the federal department of education staff had proposed a new set of data per student served which, if implemented as drafted, would require many additional hours of record keeping each year for every fifteen to twenty students. Several state directors had been very active along with staff of AACJC and many community college presidents, in seeking substantial modifications in these proposals. At this meeting Rolf Wolfsberg reported on the most recent revisions of the Vocational Education Data System (VEDS). He claimed that the most recent draft reduced information and work load by 80 percent from the original draft. Several state directors were skeptical of this claim. Later in this meeting members passed a resolution expressing "opposition to the requirements of VEDS" as they now understood them to exist. Improvements had been made and other changes have occurred through the years, but the VEDS forms were a decade later still a matter of concern, troublesome for many colleges and state offices, particularly those where the funds funneled through a state arrangement controlled by K-12 personnel.

President Ed Gleazer of AACJC was again present at this meeting. In his remarks he noted that many states were experiencing financial reductions, or, at least no expansion in funding. This made it difficult to push ahead with securement of funds to establish new life-ling learning curricula, and, to secure needed equipment for new high-tech programs. He stated the AACJC Board of Directors had authorized him to study carefully trends in our society. From this study to then publish a document which would up-date the missions of the public community colleges.

Jack Tirrell presented an interesting report on recent studies on CETA legislation and implementation of spending funds set aside for job training. Apparently, much of the money available was not being used. He encouraged the state directors to become more active in assisting local community college personnel in sorting through the maze of red tape and varied structures to establish educational programs which would meet the criteria for grants for training. Similarly, Revonda Williams for the United States Energy Office stressed there were funds within the National Energy Act which could be obtained by community colleges for energy projects conducted by an individual college or in cooperation with another public agency.

David Brenaman, along with Susan Nelson, made a progress report on the Brookings Institution study of the financing of public community colleges. They stressed the study was very difficult because the financing patterns varied so extensively throughout the states. They seemed to be saying: Why should they vary so much? There should be more similarity. Jack Tirrell and a few of the state directors expressed an understanding of the difficulty; however, they emphasized that variation was part of the very essence of local community colleges. Further, states would always need to be in a different pattern of financing, even though at any time ten or fifteen states might be essentially the same. Dr. Brenaman stated he and Ms. Nelson would continue to interact with the officers of the Council. They wanted the study to be accurate and useful.

Additional reports at the December, 1978 meeting included Larry Stanly describing the goals and program projections for the Commission on Small Rural Colleges, Stan Wall on productive meeting with a few of the officers of the AVA, Bill Witters (New Mexico) on Title III legislation, Jim Owens on the self-study projects there being six states involved, and a report by the Chair that Neal Robbins of New York was seeking a place on the Board of Directors of AACJC. He encouraged Council members to support their colleagues and get community college presidents within each state to vote for him. (8)

workshop be limited to $100 per state director. James Wattenbarger distributed copies of the 1978 financial survey and summarized its content. Jim Owens reported that two more states were now conducting self-study evaluations. S. V. Martorana stated the 1978 legislative study was complete and copies had been mailed to the state directors. Ms. Fontelle Gilbert of AACJC requested improved responses to requests for student data so staff might be more effective in working with staffs of federal legislative committees. Max Lerner (OH.) made a report on ways the Council might improve its financial situation. (9)

Raleigh, North Carolina was once again the setting for the summer workshop of 1979. Ms. Kaye Barker of the central office staff provided a fine set of arrangements for the meeting as Larry Blake, the new state director for North Carolina was just coming aboard. Members gave the usual state reports indicating a variety of economic conditions impacting enrollment, securement of equipment for technical programs, and facilities. Several of the western states seemed to be in an improved economic situation, although California was still adjusting to the negative impact of Proposition 13. Committee activities were extensive at this meeting as each reviewed its role and determined what were the most suitable activities for the coming year. Chairman Tom Spenser (AR.) was particularly active at this meeting in efforts to stimulate the work of the Council's committees. Useful and interesting tours of the state Capitol and the sate legislative building took place with appropriate remarks by state officials. It was obvious to all present that North Carolina officials were very proud of the state's community colleges.

During the spring and summer of 1979 as important as meetings was the change in state directorships occurring. George Layton became the new sate director in Alabama. Bill Craig left in California. Lewis Hyde became the new state director for the Technical Colleges in Connecticut. Jules Pagano resigned in Massachussetts. John Shanahan became the Associate Director for Community Colleges in Michigan. Charles Fancher replaced Wray Buchanan in Tennessee. In most instances these changes reflected decisions by state directors to become community college presidents or a shift to other positions within the state higher education structure within their state. And Dana Hamel of Virginia, a long time very active state director had left the Virginia system, later to head a vital organization in Virginia active in bringing together the resources of private funds and public needs to strengthen and improve life in Virginia.

At the fall 1979 meeting Richard Wilson of AACJC reported on Title III for developing institutions, the attempt to secure 70 percent instead of the current 50 percent of annual state costs for student aid, the move to establish 1203 commissions as part of a new higher education bill, and developments in the operation and financing of CETA work training programs. He advised the state directors to continue with diligent efforts to shape the membership of the local council for the work training programs and the members to go on the 1203 commissions if this legislation passed.

S. V. Martorana, in response to questions and interest of several state directors, presented an in-depth verbal analysis of the content found in state legislation passed the last few years. One of his observations was, that, although there had been much talk about the value of life-long learning in several states and the federal level with staffs of legislative committees, few government agencies or legislatures had shown much interest in funding new programs for this purpose.

Members voted to have Tom Spencer (AK.) run for the Council seat on the AACJC Board of Directors, to have the legislative and financial studies continue, and to have George Moody serve as chair for the 1980 year.

Members observed there had been several changes in the personnel and in the structure during the last few years in the United States Office of Education. It was now necessary to press again for a high level position whose holder would work full-time in behalf of public community/junior colleges. Members supported a resolution calling for such an office. The officers recommended a dues increase to $200 per year. Members approved. (11)

The nineteen seventies concluded with the Council having established a record for involvement in practically every key development pertaining to community colleges. It had supported the AACJC and the ACCT in lobbying efforts for more vocational education dollars and funds for job training. It had supported the movements for life-long learning and community-based education. Members lobbied for more equipment funds for technical education. The Council assisted in withstanding the pressure from the American Nursing Association to change the associate degree nursing educational program and licensure. It assisted AACJC and other educational organizations in opposing restrictive, impractical administrative regulations pertaining to veterans attending college and the VEDS regulations. It finally succeeded in securing the support of ERIC of UCLA to sponsor a book on the issue of local vs. state control of community colleges. The meetings of the Council provided a frequent vehicle for sharing information on collective bargaining contracts, effective means to lobby state legislatures to secure more support, and practically operational relationships with business and industry. It continued to sponsor the valuable state legislative compilations and the financial data collection by the University of Florida. In addition, it supported, and helped secure funds for, the self-study of central offices which in several instances resulted in important improvements in state level office operations. It had sponsored several useful forums at the AACJC annual meetings. Its meeting, attended by several graduate students continued to provide a practical learning situation for several active professionals within community colleges in the nineteen eighties.

Footnotes for Chapter IV

1. Minutes. March 18, 1976. Washington, D. C. and July 9, 1976. Willow Grove, Pennsylvania.

2. Minutes. November, 1976. Jackson, Mississippi.

3. Minutes. April 18, 1977. Denver, Colorado.

4. Minutes. July 6, 1977. Orlando, Florida.

5. Minutes. December 7, 1977. Washington, D. C.

6. Minutes. April 11, 1978. Atlanta, Georgia.

7. Minutes. July 7, 1978. Albany, New York.

8. Minutes. December 6, 1978. Washington, D. C.

9. Minutes. April 30, 1979. Washington, D. C.

10. (Left vacant for minutes. Summer workshop. Raleigh, N. C. Summer 1979)

11. Minutes. December 12, 1979. Washington, D. C.

Chapter V

THE EARLY NINETEEN EIGHTIES

Chairmen

1980 - George Moody
1981 - Max Lerner
1982 - Cornelius Robbins

Nineteen eighty arrived with the Council active in the struggle to keep the associate degree nursing program essentially as it had existed since the late nineteen sixties. Financial challenges still persisted for the majority of state community colleges systems or structures and local community colleges, although in a few states in the West recent productions of new minerals and coal were bringing considerable income to their states; hence, appropriations were quite generous. Because of financial pressure most sate directors continued to be concerned with preserving the open door admissions concept. Most community colleges were active in seeking means to enroll more women and minorities, and to employ more minority staff and teachers. Most state directors were hearing from their presidents that it was increasingly difficult to continue expanding minority enrollment, and, that employment of minority faculty was difficult, particularly in the more strictly white regions of a state. There was emerging, also, more concern with the problem of the lack of basic reading skills, indeed, with illiteracy generally. And, as always, there were to be the annual federal legislative matters of vocational education funds, student financial aid, and job skill appropriations with which to deal.

At the April 1, 1980 meeting Chairman Moody announced that Terry Tollefson was now serving on the advisory group for the National Council on Aging, that Tom Spencer was a member of E.R.I.C. (Los Angeles) advisory committee, and that Linda Atkins (MO.) was serving on the Board of Directors of NCHEMS. During the past year the Council had agreed to cooperate with Bill Hyde of the Education Commission of the States on a tuition/enrollment study. Searle Charles and Fred Wellman had been named to serve on the advisory group for this project. Dr. Hyde presented a brief summary of the project, distributed copies of some of the forms to be sent out, and asked for comments. Jim Owens was present to provide a wrap-up of the central office self-study project. No more funds were available from the Kellogg Foundation, but he and the chair encouraged state directors to assist one another in carrying on these self-study projects. President Moses S. Koch of Monroe Community College in New York up-dated events pertaining to the associate degree nursing issues. He noted it was now nearly thirty years since the very first associate degree program in community colleges had been initiated. He encouraged Council members to support various celebrations to recognize the great success of the associate degree nursing program. (1)

At this AACJC annual meeting in San Francisco the Council continued its presentation of programs for forum sessions. The two sponsored in April, 1980 were: "The Community College: Its Public Image and Its Mission", and, "Enrollment Forecasting". Once again these sessions were quite popular with attendees at the convention.

Early in 1980 Chairman George Moody asked the Issues and Trends Committee to prepare a list of topics or activities to which the AACJC should give its primary attention during the first part of the nineteen eighties. This was in response to an invitation by Dr. Gleazer of AACJC to the Council and several other affiliated organizations. He was attempting to stimulate new thinking and to make certain AACJC concentrated on matters of most importance to community colleges. The chair of this committee wrote to members for suggestions, then compiled a list of ideas forwarding them to the new chair of the Issues and Trends Committee, Larry Blake of North Carolina. Later these thoughts in summary form were shared with President Gleazer. Key points included: continue to encourage expansion of life-long learning and adult education; give more attention to futuristic thinking - more attention to taking a long view of society - at the annual conventions; sponsor more regional workshops devoted to special topics which would provide stimulation and knowledge for state and local community college personnel in finance, student services, new developments in technology; require each major speaker and presenter at the annual AACJC meeting to provide an abstract or his/her presentation to be available via AACJC within a short time after the convention; conduct and/or help organizations to secure funds to complete reports which demonstrate community colleges do assist, dramatically in some instances, in educating the poor, minorities, the unskilled worker thus decreasing state expenses in social welfare support; continue to seek funds from major corporations and labor unions to support special projects which will further demonstrate the value of community colleges; increase interaction with state central office personnel; and, renew efforts to keep effective relations with the United States Office of Education. In addition, Council members thought AACJC should do more to alert member institutions to trends which present significant opportunities or constraints in formulating policy and making long term academic and financial commitments. (2)

The minutes of business meetings of the Council through the years are usually fairly complete. On occasion, the secretary for a particular year included summaries of verbal presentations by speakers and notes on discussions. Fortunately, there are very complete minutes for the meeting held in Santa Fe, New Mexico in July, 1980. It will be useful to use this material, plus personal memories, to provide an in-depth view of a summer workshop meeting as they existed at the start of the nineteen eighties.

The workshop began with a social hour and dinner meeting marked by a colorful Mexican style band presentation and decorations. Governor Bruce King of New Mexico welcomed the guests and noted some of the positive developments and activities of community colleges in New Mexico. Roger Yarrington of the AACJC staff was the major speaker his main topic being the development of new ideas for the missions of community colleges for the nineteen eighties. He touched particularly on life-long learning, job skill training, a bit on international education, and the need overall to give more attention to all phases of adult education. After a brief Executive Committee meeting the following morning Neal Robbins of New York state, and Roger Yarrington led a lengthy discussion on national legislation. The higher Education Act was being given special attention in 1980. Several amendments were under consideration. They reviewed activity involving the "youth initiative" concept, a means to employ young people in community service projects rather than to have so many youth unemployed. They provided information on CETA legislation pointing out several changes were needed in current legislation if community colleges were to benefit in receiving grants for projects in the retraining of workers. Shortly, they noted, federal legislators would be giving attention to the re-writing of vocational education provisions. Dr. Yarrington summarized the position of AACJC on several issues. AACJC planned to continue pressure to increase the percentage of vocational education funds allotted to community colleges for in several states the community colleges received only fifteen to twenty percent of these education dollars. AACJC supported the Council and vocational education deans and teachers in community colleges who felt federal vocational education dollars should "follow the students". They noted that in several states community colleges had many more students per dollars received than did the local high schools throughout the state.

David Breneman, the Brookings Institution, presented a report on the study of financing community colleges. He summarized the overall content of the book. He stated this study was the most difficult he had even undertaken. He felt he was having some success in bringing together the missions of the public community college and the financing patterns, but the latter varied considerably among the states. Dr. Breneman stated he hoped the study would be a useful tool of knowledge and serve as a basis for valuable discussions within the new few years.

The usual state by state summary of community college developments occurred next. Some of the highlights in these reports were: a three week strike by community college faculty in Minnesota was stimulating discussions which would likely lead to a reorganization of postsecondary two-year institutions in that state; North Carolina's representative reported a new state board for community colleges had been established; John Terry of Washington reported many state legislators in his state were questioning the open admissions concept for community colleges; Lee Henderson of Florida noted a massive reorganization of higher education in Florida had been blocked by the governor but that continued effort to change higher education in Florida would result soon in changes; and, Max Lerner noted efforts in Ohio to change state financial support from a student enrollment formula.

Later in the day Dr. William Hyde of the ECS reported on the tuition/enrollment study underway. He stressed the ECS had decided it would be most useful to concentrate on the non-traditional students enrolled in community college as this phase of relation of enrollment and tuition had as yet received little attention. The study would present detailed facts in a few states with some general comparison for all fifty states. Attention will also be given, reported Dr. Hyde, to commuting costs. As a sidelight to Hyde's comments Professor S. V. Martorana reported recent information he had from a survey of states and the state legislative reports was that while there was much talk in many states about changing funding for community colleges, that, actually very little change was occurring. He also reported on the 1979 state legislative study. In 1979 there were 815 pieces of legislation considered that pertained to community colleges of which

539 were passed. He noted they were now able to break-out legislation into these categories: finance, administration, personnel, physical facilities, institutional growth, students, and academic programs. In 1979 finance received the most attention with 30 percent more state legislation pertaining to financing community colleges than in 1978. The number of bills on governance or administration "doubled" in 1979. These related mostly to restructuring of governing boards or providing more autonomy for educational institutions. Curriculum emphasis centered on vocational education. And, while attention was given to restructuring postsecondary two-year education in states, overall little interest had been shown in expanding two-year postsecondary education. By this time, we might note, due to costs and the financial situation of the Council, one means to meet the costs of these state legislative studies was the selling of copies at five dollars per copy. This did assist in providing some additional funding helping this project to continue for several more years.

The following day the Council held its usual business session. Main points discussed or acted upon were: the recommendations from the Issues and Trends Committee on the best goals for AACJC; the best means to make suggestions to AACJC for the selection of a new president to replace retiring Dr. Edmund Gleazer; means to be more influential with the Education Commission of the States including inviting its new leader, Robert Andringa, to the fall meeting; a decision to cease having the fall meeting in connection with the Federal Affairs workshop in Washington, D. C. and, instead, have a one day meeting in a motel near O'Hare International Airport in Chicago.

At this meeting members made a poor decision although at the time it seemed a logical one.

Through the years Fred Wellman of Illinois had kept a complete set of records of the Council. Before retiring in 1980 he organized the material carefully in order to leave the most complete history possible. He now presented this information to the Council members and asked what they would like done with it. After some discussion members directed Dr. Wellman to label it and leave it in the files at the state office in Springfield, Illinois. Unfortunately, as is too often the case with unused state files, this material was carted off to some storage building without an adequate record as to where. Experience and reflection make it very evident that instead of the records of the Council being shipped about among its secretaries every few years a depository with AACJC or at a state university with a community college program would have been best. Efforts within the last years of the nineteen eighties to collect material has resulted in a reasonable accurate record except that many supplementary materials have been lost, and, there is no systematic record of correspondence by the chairpersons through the years. (3)

The fall annual meeting of 1980 was short and very intensive, being limited to an Executive Committee meeting on November 2nd and a full meeting of Council members on November 3rd. Committee reports consisted of Searle Charles reporting for the Issues and Trends Committee on the recent survey of members as to topics and subjects of most interest to members for selection of speakers, preparation of papers, and for discussion. Examples of those mentioned are:

remedial and developmental education, economic trends, planning - enrollment, delivery systems; marketing; nursing curricula program accreditation, improved interaction with business and industry to draw on their manpower resources and to provide more job training for industrial workers. Richard Wilson of the AACJC staff presented a thorough report on federal legislation. He commented on the recently revamped Higher Education Act, the "Youth Act of 1980" under consideration, and revisions being considered for vocational education. Members again discussed the problems of division of federal vocational education dollars and whether at the state level it was best to have a sole agency structure to distribute the dollars or a dual of multiple agency structures. The state directors differed on this matter as on other occasions depending considerably on their experiences in working with other state level personnel and the amount of funds received annually.

Considerable time during the day of November 3rd was given to the nursing degree situation. At this time the National League of Nursing was not interested in there being significant changes in the associate degree curricula at community colleges. The American Nursing Association was still very active in seeking changes. At this meeting Virginia Allen of the National League of Nursing and Stanley Wall, the state director for community colleges in Kentucky, presented an in-depth report on recent developments including studies being conducted by the Kellogg Foundation on the demand for nurses and types of nursing services needed. They also called attention to the various activities planned for November, 1980 to recognize the value and strength of the ADN programs in community colleges.

Richard Millard of the Education Commission of the States who had always demonstrated an appreciation for the Council and its work, returned at the invitation of the chairperson to up-date Council members on the work of ECS. He pointed out that forty-eight states were now members of ECS. The basic objectives of ECS: a) to act as a forum bringing together the education and political communities; b) to be a clearinghouse for educational matters at the state level; c) to be a vehicle for discussion of policy issues within states, among states, and between the states and the federal government; d) to conduct research useful to the states and the federal government; e) to strengthen education in the states. Dr. Millard identified several of the trends in higher education likely to occur, namely, a decline in the pool of typical four year college students, an increase in the number of adult part-time students, continued fiscal stringency, and an increase in demand for accountability. He suggested the best means for community colleges to remain as vigorous components within higher education was to keep services and curricula relevant to their service community, provide flexibility in programming of class schedules, remain comprehensive, and continue to experiment. In closing he stressed the new incoming president, Robert Andringa, desired to have close ties with the Council and would soon be contacting the chairperson to establish improved interaction. Dick Millard then announced he would soon be leaving ECS to become the director of Council on Post-Secondary Accreditation (COPA). He stated he knew this organization was not always popular among community college personnel, but he wanted comments and suggestions so as the new director he might at least attempt improvements in the operation of COPA.

Following the remarks by Dick Millard members engaged in a panel discussion led by Steve Eskow, Charles Burns, Tony Harris with Lou Bender of Florida State University as the chair on the topic of "Linkages With CETA". Ideas were exchanged on programs and courses which would best meet the needs of the unemployed, senior citizens who needed to work part-time, displaced homemakers, recent high school graduates lacking skills, and the handicapped. What strategies were best to make useful linkages with these groups so that education and training would be productive resulting in the proper skill and knowledge needed? Charles Burns of the New York central university offices in Albany described a Career Development Network developed among six community colleges. He noted that in-take counseling was very important to the success of these training programs and that business or industrial prime sponsors are essential. Lastly, there must be employment at the end so the word is passed along that the time and effort has a productive result. Mr. Burns pointed out the various ways mutual cooperation among nearby colleges reduced costs and the number of contracts which needed to be negotiated.

At this meeting members again returned to a discussion of improving the missions of the American Association of Community/Junior Colleges. Bill Witter (N.M.) and Searle Charles (CT.) conducted this discussion. There was more refinement to previous topics than changes. Stressed again was the need to have more of the content of papers given at the annual AACJC meetings made available to community college personnel across the nation and to emphasize the community college basics of effective teaching and concern with student growth as an individual - that a productive end be achieved as a result of attendance at a community college.

At this meeting there was renewed discussion concerning the financial situation of the Council. A minority, but fairly vocal group of the Council, had become concerned about the low amount of funds in the treasury of the Council and the costs of the projects being conducted by Professor Martorana and Professor Wattenbarger on state legislation and state financing of community colleges. These members believed a rather large reserve should be on hand to sponsor a major study if the need arose, plus a few did not see as much value in these reports as did the majority. Chairman Moody opened the discussion fully on this matter as well as an expressed concern on the total number of meetings held each year by the Council. Following intense discussion Max Lerner presented a possible budget. Projected income ($200 x 39 = $7800) of $7800. Expenditures: Summer Workshop Travel - $2500; Summer Workshop help - $500; Other Conference Expense - $300; State Legislative Study - $1500; Executive Committee - $300; Miscellaneous - $200. At this time the Council had approximately $8,000. Members adopted this budget as a guide until the spring, 1981 meeting.

Council members agreed to sponsor a forum at the Spring, 1981 AACJC meeting on the topic "How to Work With Legislatures". The

Council had not had a formal newsletter for several years. Several had felt this has been a useful communication device. Chuck Burns of New York agreed to explore the possibility if their New York staff might start a new newsletter. This was done. (4)

The major agenda item for the spring meeting (1981) of the Council was adoption of a budget. A few modifications were made to the previously developed figures of the fall of 1980. Five hundred dollars was assigned for a renewal of a newsletter, Colleague, to be done by Charles Burns and others in the New York state central office. The first issue had just been published. It was of high quality. Members also voted five hundred dollars above the suggested budget for Professor James Wattenbarger and his work on the financial data pertaining to community colleges.

As a means to assure a productive summer workshop members agreed there should be two full days of meetings, made suggestions for speakers, and voted a basic fee ample to allow some remuneration for speakers and to make certain there would be no deficiencies. The meeting concluded with a brief status report from several state directors; however, no comment will be made here on these but ones made at the summer workshop of 1981. (5)

Highlights from the comments of state directors at the Summer 1981 workshop include:

- Russ Bloyer of Arizona reported state financial support had now dropped to 23/24 percent and was not at the 50 percent level generally thought to be the situation.

- John Terry of Washington stated enthusiasm for community colleges in his state had decreased. They were serving 100,000 FTE with funding for 90,000.
- Bill Witter of New Mexico happily reported that new Mexico had extra money from recent mining and related mineral activities so there was now ample money to increase the funding level and to add facilities.
- David Pierce of Illinois noted state revenue was down but the community colleges were able to secure an increase in funding, the only higher education unit with no cuts. He also noted the state was organizing a push to expand the role of community colleges in economic development.
- George Moody of Mississippi stated the economic recession had reached his state. The state Budget Commission had cut 50 percent of all voted increases. This meant a 6 percent cut in the annual expenditures available.
- Don Brill of Wisconsin reported a budget cut of 8 percent.
- Russ Hansen of Wyoming was very optimistic. Wyoming was one of the states with new wealth. Budgets for higher education were expanding.
- Don Carpenter of Utah and Carolyn Prager of New Jersey described activity related to possible reorganization of higher education in their states, and closer auditing procedures.
- Larry Blake of North Carolina stated the "credibility" of community colleges was at an all time high. The new

> governing board was providing able leadership. All adult education had been assigned to the community colleges. There is underway additional activity to use community colleges as a training base for new industries moving into the state as well as to retrain workers as shifts occur in industry already within North Carolina.

These reports were typical. Several states, particularly in the West were better off financially. Restructuring or the threat of restructuring the higher education boards was continuing as an upsetting issue in several states. Additional comments indicated conflicts continued in a few states between K-12 level vocational education personnel and community college officials because of the low amount of federal vocational education funds allotted to the community colleges.

Since the new president of AACJC, Dale Parnell, could not be present at this meeting, Roger Yarrington had been asked by Dr. Parnell to present a thorough report on activities and interests of his and concerning federal legislation. Dr. Yarrington reviewed several of the functions of AACJC in assisting the states in compiling data and possible new ventures on combining computer resources. He noted serious consideration was being given to organizing regional workshops. To review federal legislation as a means to have local governing board members become more active in writing their Congressional representatives. Such meetings would also increase the knowledge of federal legislation and its value to public community colleges.

Turning the federal legislation he pointed out that the Pell grants for students were being increased, that funds for guaranteed student loans were being expanded, that funds for vocational education might be decreased, that funds for the private sector training of CETA would be increased, and that revisions in the G. I. Bill would be made.

The book on community college financing by Dave Breneman was at this time nearly ready for publication. Roger Yarrington reported regional roundtables were being organized to review his book. He requested that each state director send to him four to six names of key individuals within the state who should be invited to these regional discussions. Examples: chairmen of education committees of the state legislature, an aide in the governor's office responsible for liaison with higher education, the commissioner for higher education. Stanton Calvert of Texas suggested that AACJC staff prepare a short summary of the book, particularly the recommendations, distributing it to sate directors and community college presidents so more professional staff within community colleges would be aware of the content and be better prepared to cope with comments and reactions. (AACJC staff carried out this suggestion.)

Max Lerner (OH.) introduced Bill Hilton of ECS who was conducting a study pertaining to life-long learning. Six pilot states had been designated. The key purpose was 1) to supply information on successful life-long learning projects, and 2) to learn more about the entire adult education effort throughout the United States. ECS staff planned to share the results of these activities within a few years with members of the Council and other national educational organizations.

Through the efforts of Professor Lou Bender an interesting presentation and discussion occurred on programs for the hearing impaired and deaf. Joan Edwards of Southern Idaho State University provided useful information on educational resources, on federal and state legislation, and the need to form cooperative consortia since education of the deaf - at least to do a quality program - was very expensive. She and Lou Bender pointed out that only a few community colleges were engaged in programs with the deaf, but that in many states training beyond that provided through the K-12 level was needed.

Committee reports were more complete than at some meetings as time had been allocated for meetings prior to committee report time. Searle Charles, reporting for the Legislative Committee, referred members to several recent publications which summarized recent developments on the federal legislative scene. He stimulated by comments an intense but short discussion on ways to work more effectively with state legislators. Larry Blake, chairman of the Issues and Trends Committee, suggested topics which needed to be discussed with the new president of AACJC. Included among these: the growth of associate degree programs among four year colleges/universities, the expansion of proprietary schools without sufficient review of their quality, and ways to improve relations between K-12 vocational staffs and community college staff.

John Terry (WA.) reporting for the Research and Data Committee, asked for support of the state directors on the study he and Richard Richardson (Arizona State University) were doing on salaries for administrators. He noted that Dale Parnell was not very enthusiastic about the value of NCHEMS in serving community colleges, and, that he tended to agree; however, the fact was that some of their data did pertain to community colleges. Their data was also a good source on changes in the growth of higher education within the United States. Hence, it would be useful to continue to maintain effective liaison with NCHEMS. Dr. Terry and Professor Lou Bender give a brief review of his recent study on state-level information systems. Professor Bender also commented on an enrollment forecasting study now underway in Florida.

Bill Hyde was present at this meeting to provide a report on the ECS study on tuition and enrollment patterns for part-time students in community colleges. The study seemed to indicate that access to community colleges was no longer improving, that, in fact, there was occurring some "slippage". Budget restraints were a factor in this trend, but also it needed to be recognized that supply of minorities, women, and adults. Certainly, there was much more to be done; however, expansion and improvements in programs would probably not offset greatly the curtailments due to less support from the state governments. Many state governments were now limiting general funding for community colleges, he noted, and concentrating on training of workers as one means to keep industry within state or to attract new industry. Increases in tuition were certainly becoming a factor impacting enrollment negatively. Bill Hyde pointed out his study needed to be used in conjunction with the recent one on finances by David Breneman plus the studies by Professor Wattenbarger to secure a full picture of enrollment and financial trends. He then suggested several ways ECS might assist the Council in collecting data and in conducting workshops useful to various types of community college staff functions. Roger Yarrington, suggested that ECS might assist states in doing economic impact studies which would demonstrate the value of community colleges within a state's economy probably showing the community colleges were an economic investment with a good financial return rather than a cost to the state. (Note: While the ECS may no have done this many community colleges or state systems did such studies with the results showing what Dr. Yarrington predicted.) (6)

Those members of the Council attending the fall, 1981 meeting looked forward with great enthusiasm to meeting with Dale Parnell, the new president of AACJC. They were not disappointed! He had a full agenda to discuss with members. First, he summarized Financing Community Colleges by David W. Breneman and Susan C. Nelson. He noted there was some value in the book, but that it had several defects. He and other were preparing a critique of the book to be shared with community college personnel throughout the nation. Dr. Parnell did not believe the book centered sufficiently on student life and learning - the real value of community colleges. It was agreed that state directors and community college presidents must read the book and be prepared to point out its inadequacies. Frankly, many state directors were disappointed with the book, although their discussion with Dr. Breneman had already indicated to them he did not hold mutual concepts on the functions and the missions of community colleges.

The second topic for discussion centered on the concept of changing more of the federal legislation so that vocational education became more separate from other needs for adult job skill training. One hope was that such separation would allow improved orientation as to the type of training provided and the location. He felt there would be a great increase in the need for training in the high level technology industries, more entrepreneurship for small industries and businesses, and more specialized training for military personnel. He encouraged members to work more closely with the state directors of K-12 programs and with the personnel of extension centers of universities.

Members discussed these subjects also with President Parnell. Ways to improve the publications of AACJC. Members felt more attention should be given to successful teaching and learning programs and projects. They encouraged Dr. Parnell to contact leaders in business and industry to secure arrangements for job skill training pilot projects and for retraining of workers, particularly in the automobile industry. President Parnell noted that very recently General Motors had turned to many community colleges for training of their workers. He agreed this type of contact should be one of his major efforts. (He certainly followed through on this in the succeeding years.) Council members asked he consider sponsoring more regional conferences which would involve state legislative leaders, United States Congressmen, board members, and community college presidents. This idea was favorably received along with the idea of improving the efforts to influence federal legislation with an annual legislative workshop in Washington, - in essence improving what efforts along this line which had been tried from time to time.

President Parnell indicated one of his main interests was telling the story of community colleges more extensively and more effectively. The "image" of community colleges was important. He was more interested in "excellence" than quantity. President Parnell felt the "image" of excellence, of high quality was very important at this stage in the development of higher education within the United States. In somewhat of a contrast to Dr. Gleazer he felt the word "community" confused much of the public as to the key value and work of community colleges. He wanted, he stated, to get on with an idea summarized with these words, "opportunity with excellence".

The usual content of the fall annual meeting consisted of state directors reports on recent trends within their states, a summary of the latest state legislative study by S. V. Martorana, recent efforts of the American Nursing Association to change the ADN degree and course structure, continued expansion of associate degree offerings by four year colleges, means to improve the committee structure of the Council, and the possibility of AACJC providing secretarial staff support for the Council. The state reports indicated continued enrollment increases with financial problems continuing. (8)

At the spring meeting of 1982 Professor Richard Richardson distributed copies of the state level administrative salary study he and John Terry (WA.) had completed. It showed considerable variations in the level of salaries and fringe benefits. These differences, for the most part, were due to differences in total responsibilities, size of the state, and geographic location. In addition, it was apparent that in some instances traditional state salary patterns for higher education positions dominated with little thought having been given to total responsibilities or functions. Obviously, in many instances the relationships to other state level positions was the dominate factor in setting the salary level.

Richard Wilson of AACJC presented a federal legislative report. He noted that this seemed to be a year of "inaction". While there was discussion concerning needed changes in federal legislation related to education and job training no Congressman was really stepping forth to lead the way. Bills that would have benefits for community colleges if passed included: an enlisted reserve military training act, job training programs to replace CETA, student Pell grants, work study grants, and student loan grants - mostly with reductions, and a defense industrial revitalization which would provide funds to retrain workers needed in defense plans. Dick Wilson observed that generally the Reagan Administration was moving away from supporting higher education except for specific job skill training funds. Vocational education was receiving considerable attention but all in the discussion state, - no action.

Professor S. V. Martorana presented a brief report on the 1981 state legislative study noting that at least five hundred specific legislative acts had been considered pertaining to community colleges.

Most dealt with finances, employee benefits, administration and management, curriculum, and tuition and fees. He also pointed out that in many instances community colleges were being "caught up" in state legislation which was never intended originally to include community colleges. He urged the state directors to alert their legislative aides to be alert to such developments and to make certain their community colleges did not get involved in restrictive legislation.

Tom Spencer (AK.) who had been serving as the elected Council representative to the Board of Directors of AACJC reported on the activities and plans of AACJC. He stated that the new president was very dynamic, active, and helping AACJC keep its funding strong despite the general economic decline. His report was followed by a few business matters including the announcement the summer meeting would be in Newport, R.I., and that Charles Wethington of Kentucky was replacing Stanley Wall (now retired). (9)

Appropriate to observe at this point, noting the retirement of Stanley Wall who had been the state director in Kentucky for many years was, that between 1977 and 1983 there had been and would be by the end of 1983 the disappearance of several familiar names in the list of state directors who had been active as early as 1970 or even before. Dana Hamel of Virginia, Charles Donelly of Nevada, Bill Dwyer of Massachusetts, Bill Flanagan of Rhode Island, Searle Charles of Connecticut, Max Lerner of Ohio, and Fred Wellman of Illinois, Sid Brossman of California, John Mundt of Washington, William Baley of Iowa, Bill Witter of New Mexico, Neal Robbins of New York, and Dean

Lillie of Colorado to name several of the more active officers in the nineteen seventies moved on to retirement or other positions. Continuing on, at least for a few years with able leadership, were Tom Spencer of Arkansas,Phil Helland of Minnesota, and George Moody of Mississippi. New personalities emerging for leadership in the nineteen eighties at this time included David Pierce of Illinois, Charles Wethington of Kentucky, Don Carpenter of Utah, Russ Bloyer of Arizona, Ed Liston of Rhode Island, Larry Blake of North Carolina, Andrew McKirdy of Connecticut,and Russ Hansen of Wyoming. Other emerging leaders appearing slightly later on the scene in the nineteen eighties will be included in the narrative accounts as events for the eighties are described.

The summer workshop in Newport, Rhode Island, like the one in 1973, was very productive accompanied by much fun and relaxation. State directors in attendance presented several informative reports which reveal some of the national trends. Typical examples were:

- most states reported enrollment growth with insufficient additional funds.
- very few states had additional money for construction of new facilities or repair of older buildings.
- there was still much activity at the state level regarding reorganization.

Some specific state reports fairly typical of many states:

- Connecticut. More business and industry planning to do their own training and education; a blue ribbon committee recommends a revision of governing structure for community and technical colleges; enrollment continues to increase beyond additional funding.

- North Carolina. The state government is very active in providing funding for job skill training for workers to lure new industry and to keep industry in the state. Community colleges are getting great opportunities to train and educate these people. High tech receiving great emphasis.
- Mississippi. Had budget reduction for 1982. No funding increase expected for 1983. There is a new governing board for vocational education which reflects an increase in attention to high tech education. More attention is being given to quality rather than quantity in higher education in Mississippi.
- New Mexico. Has had increase in budget of twenty-five percent. Enrollment is up. There is money for new construction. A new state plan for public higher education has been implemented.
- Hawaii. A strong economy in Hawaii continues to make financing of community colleges in that state ample to meet new demands. Recent film made on higher education in Hawaii gave 80 percent of time to its community colleges. Collective bargaining is producing some problems in interaction and operations.

Following lunch on July 22nd, Brent Johnson of Maryland who had for several years not been able to be active in the Council, but who had had productive years as the state director in Maryland, gave an informative presentation on institutional research at the state level. He distributed several useful documents including a State Plan for Community Colleges in Maryland. This was a useful and informative discussion session.

During the business session Larry Blake, chair of the Legislative Committee, reported that a new work training bill, the Quayle Bill,had been passed by Congress. It was an improvement as valuable lessons has been learned through the CETA experiences. He emphasized that vigorous community college activity at the local level could eventually pay dividends for community colleges in providing training programs for unemployed workers. He also reported that AACJC and AACT were attempting to have the Pell Grant level increased by 2.7 percent. Other educational organizations were supporting this goal. He noted progress was occurring in securing legislation favorable to improved training programs for armed service personnel. Hopefully, this will eventually lead to improved educational opportunities for men and women in the armed services.

Carolyn Praeger reported for the Issues and Trends Committee. At the request of members she and members of the committee had made a survey of many of the offerings of four year colleges which seemed to be within the missions and scope of two-year post-secondary institutions. The result. To a very large extent they were not really duplications. The offering of post-secondary two year technical training and job skill training seemed to be as yet wide-open for community colleges.

David Pierce distributed the recommendations of the Research and Data Committee. The committee members, reflecting concern for financial reserves, stated the Council should support the state legislative study of Professor Martorana every two years rather than every year. Lee Henderson and a few other state directors observed this would eliminate some of its effectiveness. After an attempted amendment, the members voted to support the recommendation of the committee. Dale Parnell of AACJC stated that perhaps AACJC might assist with some of the costs.

Dale Parnell, President of AACJC, presented information on the current activities of this national community-technical college organization. One significant development was confirmation the Ford Motor Company, in connection with the United Auto Workers, was to use nearby community colleges to retrain its workers. This will be very useful to several community colleges in states having Ford Motor Company plants and supplier of parts. President Parnell also reported that AACJC and ACCT were working together to establish a united legislative front. He believed this was absolutely necessary and was pleased with progress in this direction. (10)

At this meeting in Newport Neal Robbins of New York distributed copies of his survey on state funding. He was interested in learning of the various methods used to fund community and technical colleges. Twenty-two states had responded. This report provided a valuable set of data on the various formulae used in the early nineteen eighties to fund community colleges. Most community colleges were involved in a funding formulae to receive state funds; however, many community colleges modified this formula by taking more students than the projected budget level provided. Also, the distribution of students by academic program was not always consistent with the projected budget. (11)

At the Newport, Rhode Island meeting Council members voted to have the fall meeting in conjunction with the annual convention of the American Vocational Association meeting. Thus, the business meeting of the fall Council meeting occurred on December 3, 1982.

Dale Parnell's report was the most valuable part of this session. He reported on ways to use the new Job Training Partnership Act (the Quayle Bill) effectively. He called attention to the New AACJC theme of "Putting America Back to Work". He stressed the importance of each regional or local community college getting their "friends" on the local Private Industry Councils so they would be more involved in providing courses and special training workshops to train workers. He reported there had been significant progress in securing the cooperation of the higher education organizations housed at One Dupont Circle in Washington, D. C. to work together on federal legislation. He emphasized that AACJC was succeeding in its efforts to work with other units of the federal government other than only the United States Office of Education. Particularly, productive efforts were occurring with the Department of Commerce, the Department of Labor, and the National Science Foundation.

David Pierce suggested, as the Research and Data committee had recommended, that the Council members select a key issue for special study in 1983. Russ Hansen (WY.) reported there were sufficient funds to support both the state legislative study and the state financial study for 1983. The New York staff agreed to publish the Colleague for another year.

The first two years of the nineteen eighties concluded with continued strong efforts to preserve the associate degree nursing program, in shifting community college attention from the more general area of adult education to the specific areas of job skill training and high tech workshops and courses, in encouraging - and seeing results - of AACJC in making beneficial contacts with major units in America's business and industrial world, in continuation of studies of legislation and finance useful to community college leaders, in maintaining valuable contacts with national organizations - SHEEO, AVA, AACJC, ACCT, and special quick surveys useful to state directors. Also, in seemingly lesser items Council members could note success. For example, the AACJC was developing the recording process for conventions speakers which allowed for selective purchase of tapes to share with staff and faculty who could not attend their annual meetings, and, the processing of copies of key speeches at the convention. The leadership of Council had shifted smoothly and the remainder of the eighties would see able leadership produce several special studies of value and of interest to leaders within the public community college movement.

Footnotes for Chapter V

1. Minutes. April 1, 1980. San Francisco, California.

2. Correspondence. Searle Charles with Larry Blake, George Moody and members of the Issues and Trends Committee. Author's File.

3. Minutes. July 9-11,1980. Santa Fe, New mexico.

4. Minutes. November 2, 3, 1980. Chicago, Illinois.

5. Minutes. April 21, 1981. Washington, D. C.

6. Minutes. July 29-31, 1981. Jackson Hole, Wyoming.

7. Minutes. November 11, 12, 1981. Kansas City, Missouri.

8. Minutes. April 5, 1982. St. Louis, Missouri. R. C. Richardson and Sylvia Walsh. "National Survey for Senior Administrators Having Statewide Responsibilities for Community Colleges." Author's File.

9. Minutes. July 21-23, 1982. Newport, Rhode Island.

10. Author's File Copy.

Chapter VI

MEETING THE ISSUES OF THE MID-NINETEEN EIGHTIES

Chairmen

1983 - William C. Witter
1984 - David T. Kelly
1985 - David R. Pierce
1986 - Charles T. Wethington, Jr.

The year 1983 began for the Council in April with a gloomy report by Professor James Wattenbarger on community college financial support. The economic recession of 1982-83 was having its impact. Professor Wattenbarger stated the data being provided for this eighth study of community college finances was the most discouraging of all. Reports were mostly complete, representing 98 percent of community college enrollment. Support in most states by state government was certainly continuing to decline as a percentage of the total dollars being expended per student; however, a few states in the West, for example, Wyoming were still increasing support per student served.

As a reflection of the improved cooperation between AACJC and AACT, Frank Mensel, representing both organizations returned to the Council meetings to make a report on federal legislation. Legislation worthy of attention - beyond the usual student aid bills - were now being considered. The Walgren Bill (HR 1310) which would provide millions of dollars to improve mathematics and science education certainly merited community college support. Mr. Mensel recommended telegrams and letters be sent to Congressmen in support of this bill. Also, needing support were a new bill for improving Title III grants for developing institutions and a bill which would provide tax breaks for individuals who donated over and above the standard deductions for gifts to colleges and universities.

Russ Hansen reported the Council's treasury how had in excess of $24,000. This meant there were now ample resources to not only support the reports of Professors Martorana and Wattenbarger but also to do at least one special study.

Brent Johnson, by letter, reported he was making progress on a study on the status of open door admissions. He hoped to share the results with members within a few months.

Dave Pierce (IL.) reported the Research and Data Committee could use some of the Council's funds for a study on remedial and developmental programs within community colleges. Faculty from Illinois State University were assisting in this study. The cost would be $2,000. The members voted the funds for this proposed study. Dr. Pierce stated the Research and Data Committee wished to establish a procedure whereby the study by Professor Martorana, the finance report by Professor Wattenbarger, and a special study by the Council would be placed on a rotating basis. He stated he would welcome suggestions for the following year.

S. V. Martorana thanked members for their great support in providing material for the state legislative studies for the past several years. For 1982, for the third year in a role, all fifty states had provided data as requested.

The chair announced that publication of the Colleague was being moved from New York to the North Carolina and thanked the North Carolina staff for undertaking this task. An expression of appreciation to the New York central office staff was also given by the chair. (1)

The Council moved back to the West for its 1983 summer workshop meeting. Part City, Utah with Don Carpenter, state director for Utah serving as host, served as a fine setting for a productive summer workshop. Following a reception on July 20th, Dr. Ray Forbes, Associate Executive Director of the Education Commission of the States, spoke on "The Role of Education in Economic Growth". Dr. Forbes had served as the chief staff person on the National Task Force on Education and Economic Growth. Much of the content of his remarks supported the community college as a means to expand the economic growth of the communities they served.

The state reports were marked by these highlights: Kentucky's community college enrollment had increased to the level that it exceeded all first time enrollments in other types of postsecondary enrollment in that state; Pennsylvania had now increased state aid per full-time equivalent student from $1500 to $1800 with an additional $500 per FTE for students in approved technical training; Delaware now had several successful "customized" training programs; Wyoming was now feeling the impact of the recession after several years of high level financial support; Florida reported new activity aimed at improving the quality of the high school graduate.

A valuable discussion occurred at this meeting, led by Don Carpenter and John Terry (WA.), on the report "Nation At Risk". While the major focus of this national report was on the K-12 level, it had value for community colleges as background data for incoming students and their social/educational status. Members felt the report was lacking in attention to the possible role of vocational education at a high quality level.

Dr. William Waechter of the Coast Community College district in California made an interest report to members on the impact of previously passed Proposition 13. It reviewed the pattern of state and local funding for the past several years and portrayed the negative impact of Proposition 13. He pointed out that one of the major developments had been a pronounced continued shift from local to state control of community colleges.

Frank Mensel reported that success had been achieved in securing a higher allowance for commuter students attending college, a recognition very important to community colleges since at least 98 percent were commuter students. This $500 increase would prove to be very useful to hundreds of thousands of community college students. He distributed copies of a draft for vocational education reauthorization noting it was one AACJC and AVA had agreed to after much discussion. He also called attention to the Grassley Bill which would encourage corporate donations of state-of-the-art equipment to community colleges. Discussion followed on these bills and other possible federal legislation.

An important discussion relative to the state legislative studies occurred at this meeting. Professor Martorana noted that for the last four years all fifty states had participated. The study was thus achieving a great deal of success in securing complete information and data. However, the costs had increased. It was now costing, actually, stated Dr. Martorana, between $20,000 and $25,000 per year to produce the full and final report. The Council had been assisting at the $2,000 level for several years, with only $1,500 now every other year. He did not think the higher education center at Pennsylvania State University could continue to carry this high cost. He proposed the Council join with AACJC and ACCT in presenting a proposal to a national foundation for support. Members voted to have their officers do this. (2)

Following the practice of tying the fall annual meeting in with another national organization oriented toward community colleges, the Council met in Phoenix, Arizona in the fall of 1983 in conjunction with the Association of Community College Trustees annual meeting. At the session of the Council's Board of Directors meeting prior to the general sessions Dr. James P. Long, Postsecondary Program Director of the National Center for Research in Vocational Education at Ohio State University made a presentation concerning the current work of that organization and offered to explore the possibility for his organization to supply staff services and to assist in co-sponsoring meetings. While finding the suggestions a friendly gesture the officers did not follow through in an intense manner to explore possible staff support, partly because there was still hope AACJC might provide staff support.

The major topic for discussion and exploration at this meeting was that of the role of television instruction both on campus and via satellite to outreach centers. Speakers and discussion leaders included: Stanton Calvert, Director of Community College Programs for the Coordinating Board, Texas College and University Systems; Rodger Pool, Director of the Telecommunications Center at the Dallas Community College District; and Bruce Chaloux, Project Coordinator of the Project on Assessing Long Distance Learning via Telecommunications. Topics explored involved the best means to assure quality TV instruction in the classroom, several of the most active organizations providing TV instructional materials, means to establish consortia arrangements, and means to fund.

Noted in this discussion on TV instruction was the September issue (1982) of Community and Junior College Journal which described several instructional TV programs. Dave Pierce (IL.) suggested the Council members might want to have an "issues" paper developed during the next year that would up-date all useful information which would be particularly helpful to state community college staffs who had not as yet established a full-fledged instructional TV program.

Frank Mensel, representing both AACJC and ACCT now as a lobbyist for community colleges presented an informative federal legislative report. He pointed out that commuter allowance for stuents receiving federal student aid dollars had been increased, that Title III funds can now be used to match private endowments in community colleges, that the high tech bill (HR 1310) had passed the House of Representatives. Now carrying the designation of S 1285 it needed support in Senate. It was time, he said, to get a flood of letters to United States Senators in support of S 1285. The proposal to have federal legislation giving tax breaks to corporations giving or providing equipment to colleges was gaining support and soon an actual bill would be presented to the appropriate committee in Congress. He gave the latest data on amounts in various sections of the new vocational education bill. Mr. Mensel also described a series of legislative seminars which the Council for Occupational Education was offering to develop with the co-sponsorship of the Council of State Directors and with the cooperation of AACJC and ACCT.

Council members voted to support professor S. V. Martorana's suggestion that he submit to the Exxon Foundation a proposal to fund the annual state legislative studies. Hopefully, AACJC and ACCT would join in the support for the project.

The various state reports on conditions within the states make very clear that 1983 was a year of no gain financially, and, in most states there was a reduction of funds per full-time equivalent student. Now even western states such as Wyoming reported a reduction in support after several years of expansion. Collective bargaining was again becoming a movement with several states reporting difficulties in reaching suitable contractual arrangements by local colleges with unions. Some restructuring was continuing at the state level. Connecticut reported success with their instructional TV programs which had now operated for several years with the cooperation in recent years of several local cable TV companies. The representative from Delaware reported that their customized instructional efforts were expanding rapidly and now involved training for a few foreign governments and companies.

David Pierce, reporting for the Issues and Trends Committee, stated that Professor Bill Piland of Illinois State University was making suitable progress on the remedial/developmental study and would be the major presenter at the Council's forum at the spring, 1984 AACJC annual meeting. He suggested again that instructional TV might be a useful subject for the Council to support as a study paper, following the one on matters of transfer of credit. Members indicated this seemed an appropriate direction to move.

The matter of a lobbyist in Washington, D. C. for the Council had occasionally been briefly mentioned in previous years; however, with AACJC having a lobbyist most of those years, and, considering the funding limits for the Council, the concept never gained any momentum. Now John Terry (WA.) raised the issue. He indicated that a former United States Congressman, Lloyd Meeds, had valuable contacts and was available. He was a friend of community colleges. Much discussion followed. Finally, members voted to allow the officers to use no more than $6,000 as a retainer fee and expenses on an experimental basis. The officers were to set a time limit. Mr. Meeds was to prepare a thorough report at conclusion of the time period summarizing his work.

Lastly, a brief review of the costs and work involved in producing the Colleague occurred. The incoming chairman was left with the task of exploring the best means to continue this publication. (3)

Before moving to the year 1984 attention should be given to two papers made available to Council members by state directors which are typical of some of the communication and sharing of information by state directors not related to their official meetings. One, an excellent report by Robert Hamill, state director in Oregon on a careful study in that state as to how Oregon community colleges should respond to the many social changes occurring in our society. This report recommended the use of a great variety of courses and instructional techniques which would likely appeal to a great number of Oregonians. The report observed that we were "exploding into a free-wheeling multiple-option society"; therefore, there must be a great variety of choices available to people in content, course arrangements, and time of courses.

A second paper relecting the efforts of the Council nearly every year was testimony before appropriate Congressional Committees. Some years, of course, no presentations had been made by Council members because there was not much action, or, representatives of AACJC or ACCT handled the information desired. In 1983, in behalf of the Council, Dr. Charles Wethington, Jr. of Kentucky testified in behalf of the revisions under consideration for vocational education. This statement provided much useful information on the nature of community college enrollments, the strengths of their vocational education programs, the degree of cooperation with the American Vocational Association, and why certain parts of the vocational education act should be changed. The main goal being sought was to attain a 30 percent assured funding for each state of vocational education funds for two year postsecondary institutions.

Another activity gaining momentum at this time was the use of community colleges near military basis to provide instructional programs. At the request of the Government Accounting Office and with the assistance of Frank Mensel, state directors providing considerable information to the GAO about programs being offered and to the extent of offerings. This in turn led to additional legislation within a few years which expanded this type of assistance in education for service personnel including, eventually, programs specifically for members of the national guard. (4)

No time was lost in contacting Lloyd Meeds. On October 17 John Terry wrote Mr. Meeds informing him of the Council's action and outlining specific items of federal legislation in which the Council had strong interest. Mr. Terry also told Mr. Meeds that his key contact person for the Council would be Frank Mensel of AACJC and ACCT. The other key person to contact for advice would be Charles Wethington, state diretor in Kentucky, who was the current chair of the Council's Legislative Committee. Mr. Meeds was informed of the April, 1984 Council meeting in Washington, D. C. with the suggestion he plan to attend and make a brief presentation. Soon after receiving this letter Mr. Meeds met with President Dale Parnell of AACJC, and Frank Mensel, to discuss his role and to determine lines of action for specific federal legislation. Mr. Meeds wrote John Terry stating he had held the meeting with Frank Mensel as suggested. He further stated the $6,000 would carry him to August 1, 1984. His usual fee was $150 to $175 per hour but since "I am desirous of contributing some of my time for the cause of public service to education" part of his effort and time would be donated. (5)

At the April, 1984 meeting Lloyd Meeds, along with Frank Mensel, presented a report on federal legislation. Since the legislation under consideration will be mentioned later no detail of their presentations is made here. Professor Martorana reported that once again all fifty states were participating in the state legislative study. He noted the report would have a new format to reduce costs. He was moving forward with the proposal to the Exxon Foundation with the support of the Council, AACJC and ACCT. James Long of the

National Center for Research in Vocational Education presented a proposal for a "home office" for the Council within the Center at Ohio State University including a part-time secretary. Members voted to have their officers continue to interact concerning this concept. Members agreed to hold their summer workshop in Lexington, Kentucky. (6)

The reports by state directors attending the summer workshop in July, 1984 indicated some states were again receiving an incrase in state legislative appropriations. Several states indicated success with business and industry with customized courses and job training. Many states were now involved with the JPTA work training programs. Illinois reported that every community college district except one now operated a business center/economic development office. An extra two million dollars had been voted by the state legislature for advanced technology equipment for community colleges.

Special professional presentations at this meeting included a report by Dr. Robert Garin, Dean of Community College of the Air Force. He outlined the history of the CCAF and summarized the current programs and enrollment. The Council had supported the concept of the CCAF from the very beginning and were now pleased to hear of its success. Representing the AACJC in this instance rather than his own community college in New York, Dr. Steve Eskow reported on examples of large corporations making "linkages" with community colleges. He pointed out ways state directors could facilitate interaction between community colleges within their state and corporations. He stressed the impoartance of "networking" and its values.

Carl Stenberg, Executive Director of the Council for State Governments, addressed a luncheon session explaining the purposes of the organization mentioning its extensive work in providing studies, collecting data, and sharing information about state governments - their structure, financing and major economic activities.

Dr. Robert Taylor and Dr. James Long of the National Center for Postsecondary Education at Ohio State University met with members to outline their current functions and the scope of their operations. Members were made aware of the extensive resource of this center for specific information concerning vocational education throughout the United States. Professor Martorana reported on the 1983 state legislative survey, noting that because of a shortage of funds it would not, finally, be published at all. He noted the information had been compiled, it was availabale and he could send information on request.

At the business session members voted not to affiliate with the National Center on Postsecondary Education at Ohio State University. This proposal received considerable discussion; however, at this time other possible alternatives seemed likely and a better choice. Another topic requiring lengthy discussion was the continuance of Lloyd Meeds on a retainer. Finally, members approved continuance until December 1, 1984 for an additional $3,000, the total cost not to exceed $9,000. Members based their action more on the lack of funds than any dissatisfaction with the work of Lloyd Meeds. Members noted that Frank Mensel certainly needed more assistance for the tasks and challenges he faced in working on federal legislation, but felt the Council could not assist more now. (7)

Meanwhile during the spring and early summer months Lloyd Meeds was active making phone calls, meeting with several Congressmen, and sharing information with the officers of the Council regarding several bills before Congress which would be beneficial for community colleges. In addition, the officers assisted Dale Parnell and Frank Mensel in collecting information via the state directors on state laws and various funding mechanisms which encourage operation of industrial training programs and partnerships with industrial and business firms. President Parnell had noted that in some regions of the nation the missions of public community colleges were under attack - partly due to shortage of funds - and he wished to counter attack with as many useful facts as possible. (8)

Another valuable paper produced through the efforts of the Council was one entitled "The Statues of Open Door Admissions". Brent Johnson (MD.) wrote in the introduction the study was an attempt to determine the current situation prevailed in maintaining the open access community colleges historically supported. What were the pressures limiting open access? How best to offset these limitations? The study indicated that at least twenty-nine states had policy statements and administrative guidelines which supported open admissions. However, lack of funds in many states had, at least some years, limited open admissions. Restrictions had occurred. Plus, there was the problem of sufficient financial aid to disadvantaged citizens who wished to attend community colleges. The study also pointed out that very few states actually had policy statements or legislation which specifically stated the state government supported open door admissions or open access for community colleges. Only tradition, in the sense of appropriating funds, not challenging the publications of the state board or local boards in stating support for open door admissions, seemed to guarantee any type of state support for the philosophy of open door admissions. The actual funding process in most states, the relating of number of students to a specific level of funds appropriated, seemed to support the concept that state governments had not adopted the open admissions philosophy. On the other hand, a state governor or a state legislature very seldom did anything to oppose a community college or an entire system of community colleges enrolling more students than provided for in the approved state budget. (9)

In the summer of 1984 Professor Bill Piland of Illinois State University produced copies of his study for the Council on "Remedial Education in the States". Conclusions: most states (62%) did not have an official working definition of remedial education and most of these states were not sure one was needed. Fewer than half of the states had a remedial education mission statement in their community/junior college enabling legislation. However, eighty-six percent of the states funded remedial education. The actual level of funding was not clear as financial data was lacking in most states due to inadequate guidelines as to definitions. In nearly half of the states community college boards at the state level or higher education boards had responsibility for remedial education. Funding was at a lower level per credit hour, than for regular academic courses. (10)

Professor Piland suggested these key recommendations for consideration:

- Each state should develop an official definition, but keep it in broad terms.
- Each state should develop a statement describing the role of the public community college in remedial education.
- If a single governing board did not control remedial education within a state, then one of the boards should be given the responsibility to coordinate remedial education.
- Remedial education within each state should exist at various educational levels.
- Each state should monitor the need for remedial education as a means to provide information for adjustment in services and offerings. (10)

Note: When the minutes for the fall meeting of 1984 can be located a smmary of that meeting will be added here and on page 142.

David Pierce (IL.) became the chairperson for 1985 and quickly gave attention to several items of Council business. The new arrangements with AACJC to have its staff serve the Council by keeping its official records and to supply secretarial help needed to be organized. News on implementation of the new vocational education legislation (Perkins Act) needed to be shared with members. Relations with staff of AACJC and ACCT in regard to lobbying efforts required confirmation and some adjustments. New contacts were needed with Andrea Bolling of AACJC, a staff member of AACJC who was to assist more with political activity. Plans for the meetings during the year needed to be formalized. Lastly, due to a retirement from office (Wyoming) of a key officer, an adjustment in officers for Council required action.

In a letter to members in late 1984 Dr. Pierce outlined plans for the Council's meetings. He designated Jeff Hockaday (VA.) as liaison with AACJC. He assured the committee chairmen of the funds available to each of them for projects or studies. From this point on he made contact with Dale Parnell of AACJC outlining the services AACJC staff should provide the Council for an annual fee. He then forwarded to members a copy of a new document being developed by AACJC, a public policy agenda, which would set forth a revised statement of missions for AACJC and community colleges generally. He asked that members be prepared to make suggestions for improvement in the draft at the spring meeting in San Diego. (11)

In March and April, 1985, Chairman Pierce sent further communications to members concerning federal legislation pending before Congress (an American Council on Education document) and information on formation of new state level councils for vocational education. He noted also, the importance of a new position required by federal legislation, that of Sex Equity Coordinator. He suggested state directors should be active in selecting the individual for this position. (12)

At the spring meeting Chairman Pierce introduced Andrea Bolling to members giving a brief summary as to her role with the Council. Professor James Wattenbarger shared a draft of the 1985 community college financial data report. Dr. Pierce raised the matter of the Council shifting its business meeting in the spring to a longer meeting time, a day before the AACJC annual spring meeting commenced. He congratulated Jeff Hockaday on his election to the AACJC Board of Directors. He later described some of the developments concerning the Perkins Vocational Education Act. He then distributed for discussion and reaction a two page AACJC document on "An Associate Degree Preferred". He assigned to the Research and Data Committee the task of preparing a report on this paper for the Council's summer workshop meeting. After some discussion members decided to terminate the publication of Colleague. Instead, working with AACJC staff information about the Council and topics of interest to members would be incorporated in the AACJC newsletter. Professor Martorana presented a summary report on state legislation. He stated that his efforts to find more financial support for the publication of this annual study were continuing. (13)

One of the other items receiving attention during this spring meeting was a recent directive by the procurement officials of the army which would eliminate community colleges from being an acceptable provider of general education/liberal arts courses for army pesonnel. Actually, thousands of individuals were at this time enrolled in community colleges as part-time students while serving in the United States Army. The membes voted to support the efforts of AACJC and ACCT and several community colleges most involved in efforts to secure a new interpretation. (14)

The proposed summer workshop meeting for 1985 was concelled due to conflicts with the AACJC Board of Directors meeting, and, several of the state directors had carry over for late state legislative sessions which kept them within their states implementing state legislation and state budgets. Also, to be noted this was a period during which there were several changes in the individuals holding the state directorship of community colleges.

Chairman Pierce perceived that the changes in personnel, the intense problems within several states, and the changing issues were having a negative impact on the functions and programs of the Council. Therefore, he did as some past presidents had done, he allowed extra time for the officers to meet at the fall, 1985 meeting to review recent history of the Council and the new pressures. What changes were needed? Hence, it is useful to give attention to the meeting of the Board of Directors meeting held on October 3, a day before the full membership meeting.

Chairman Pierce requested the officers to "brain storm" about the directions of the Council for the next few years. Present were officers Jeff Hockaday (VA.), Charles Wethington (KY.), James Randolph (WY.) (a new member), William Dudley (S.C.), John Terry (WA.), Andrew McKirdy (CT.), Robert Scott (N.C.), Josh Smith (CA.), and James Tschechtelin (MD.). Sitting in also was Professor Martorana and Bernard Luskin, the latter from AACJC. These officers with the exception of James Randolph, had been providing much of the new leadership in the nineteen eighties. They had been active in communication among themselves. They had and were spending time and energy on activities continuing the Council as an effective supporting organization for AACJC and for its own specific interests and needs. They were facing, in part, the aftermath of the impat of the national economic recession of 1982-1983. Those years had forced economic hardships on the majority of community colleges during the period 1982 into 1984 or even 1985. State directors were under pressure from local community college boards to secure more state funds. Many state directors had been locked in internal state conflict with other higher education officials on limited dollars appropriated for higher education by state legislators. In short, much had been and was occurring to direct the attention of state directors internally rather than to national issues except that of funds for job training and vocational education. Much attention was being required to shape the distribution of these funds among the states. To some state directors, therefore, Council business and functions had become a third or fourth level selection as to time and effort.

Experience and reflections produced these ideas:

- Different state structures and economic conditions meant that contents of meetings have not always met needs.
- Some meetings were held without a published agenda. Members needed to know the reason for the meeting; its value to them.
- The summer workshop needed to return more to providing topics and discussions that were on the "cutting edge" in postsecondary education.
- Ways needed to be found to make the committees function more actively and consistently over a period of years, or, perhaps change the committee structure.
- How was the Council to continue to have a leadership role among community colleges when membership came from such varied backgrounds and interests? How best to harness this diversity which in a sense was also a strength?
- It was agreed the AACJC wanted the Council to be a vigorous organization supporting its own work.
- Make the summer workshop shorter, a tighter agenda.
- Do more surveys to determine the interests of the members.
- Have more of an exchange of information among the members about major events and developments, including distribution of in-house studies and reports.
- Should make more use of universities for special studies.
- Council needs a permanent "secretariat" to do more of the organizational planning details.

- Need an up-date on what should be the missions of the Council.

The ACCT continued in the fall of 1985 with its invitation to have the Council meet in connection with its annual meeting. It provided the space needed and assisted in other matters of detail. The meeting in Denver produced a return to the topic of the activities of the American Nursing Association to change the requirements to take the RN nursing exam and to serve as an RN. It was still active in several states attempting to bring about the changes it wanted, either lobbying state nursing boards or state legislative committees. Members again agreed to support one another in opposing these changes and to encourage the AACJC staff to conduct activities in opposition to the ANA.

A new topic was that of eligibility of state directors to serve on the AACJC Board of Directors. It was felt by most state directors that if community college presidents were eligible to serve on the AACJC Board of Directors, that state directors should also be able to serve. Members voted to have the chair communicate this feeling to AACJC.

Frank Mensel reviewed the status of federal legislation pointing out that community college personnel must get active to prevent serious reductions in the student aid (Pell Grants). He encouraged all members on returning to their state to all presidents and enlist their support on getting a flood of letters to Congressmen. He also shared information on phases of the new National Science Foundation appropriations.

Andrew McKirdy, in the absence of the summer workshop, had carried on the work of the Council in providing information to AACJC and others on the content of the proposed public policy agenda statement being developed. Mr. McKirdy, from his office in Connecticut, had made many phone calls, sent many letters, and had shaped a worthy report for the Board of AACJC to consider.

Robert Sorenson (WI.), who had previously explored with several members their concern about the "diminishing" number of "qualified" candidates for community college presidencies, resumed his comments noting the negative impact of "open meeting" laws and, on occasion, legislative interference. Members encouraged member Sorenson to continue his explorations and report any new information gained to members.

Dave Pierce, as the outgoing chairperson, reported to members the content of the previous days meeting by the Board of Directors. He reported his conclusion was that the Council was productive, that interest in the Council was still firm and strong despite some distractions. He and John Terry ageed to undertake a review of the purposes of the Council, would draft some proposed changes, and present their ideas to members by the following summer. There were reports by state directors at this meeting, but as with several summer and fall meetings, the minutes do not provide content. (15)

During 1985 the discussions beween the chairman of the Council and AACJC President Dale Parnell concerning the staff of AACJC serving as support for the Council had become more productive. Late in 1985 Charles Wethington, the new chairman outlined to Dr. Parnell the expectations of the Council for services. Soon thereafter the two gentlemen reached an understanding which was activated during 1986. Included in services were these key functions and activities.

- Maintain the files of the Council (NCSDCJC).
- Produce necessary correspondence for the Council.
- Prepare and file any reports required to be completed by the Council.
- Provide information exchange between the Council and AACJC.
- Work with the Chairman of the Council to make arrangements for meetings.

In addition, Andrea Bolling of the AACJC staff would serve as a part-time executive secretary for the Council. Secretarial services would also be provided. The annual fee for this support would be $6,000. (16)

The major topic at the brief spring meeting (1986) of the Council was the return to actions by the American Nursing Association to change the associate deree nursing program. David Ponitz, President of Sinclair College (a community college), reported to Council members of new actions by AACJC and other organizations to offset the ANA activities. He pointed out that ANA had become very active in a few states hoping to win state legislatures and state nursing boards to change legislation and/or state regulations. He requested the state directors to alert either him or President Dale Parnell of AACJC to any development within their state which would challenge continuation of the current associate degree program.

Professor Martorana of Pennsylvania State University reported that although new funding from a foundation had not been located for the state legislative studies, the AACJC had agreed to pay for the mailing costs. A charge would be made for each copy. The Council's support was essential, and, he appreciated the amount provided by the Council. Along with this report on now traditional studies sponsored by the Council, was Professor Wattenbarger's financial draft for the next round of data collection.

The Council again sponsored a forum at the AACJC annual meeting. The presentation in 1986 centered on location and employment processes by boards in selecting and appointing community college presidents and state directors of community colleges.

Frank Mensel presented a report on federal legislation. Items which were of interest to state directors which seemed to be making progress through the federal legislative committees included the Higher Education Act, a new GI Bill, an Employee Educational Assistance Act, and a bill to provide tax exemptions when donations of equipment were made to colleges. Also, Chairman Wethington (KY.) announced terms of the recent working agreement with AACJC. The members approved the terms. (17)

Annapolis, Maryland was the setting for the summer workshop meeting for 1986. Program speakers included Dr. John E. Roueche of the University of Texas on "Characteristics of Effective Community Colleges", The Honorable Lucille Maurer of the Maryland General Assembly as a luncheon speaker (topic not listed), Dr. George Funaro, Deputy Commissioner, Maryland State Board for Higher Education on

"Proposed 3-Step Testing Program in Maryland", and Dr. Louis Bender, Director, State and Regional Higher Education Center, Florida State University on "Report on Ford Foundation Study of Urban Community College Transfer Students".

Professor S. V. Martorana presented the concept of a Nationwide State Legislation Reference Service (NSLRS). There would be a six person advisory committee. He was encouraged to put his concept into a formal written proposal for consideration by the Council, AACJC and ACCT. Dave Pierce of Illinois had previously offered the services of two of his staff members to assist the Council in determining what were the most essential data AACJC needed for federal legislative work and to serve community colleges effectively in Washington. Dave Pierce presented the essence of their report and Council members voted to send the recommendations on to AACJC. (18)

Members also discussed revisions of the by-laws as presented by John Terry at the request of the officers. Suggestions were made. Questions raised. Dr. Terry listened, agreeing to come back with further revisions for his colleagues to consider.

The arrangements for distribution of federal vocational education dollars again entered the discussion of council members. Ed Liston (R.I.) suggested the Council participate in a study to determine if a "sole state agency" structure was the preferred arrangement for community colleges. Several members spoke in opposition to the single agency approach as they had in previous years because their dual state agency structure was working within their state. Nonetheless, members agreed that a study would likely have value and instructed to chair to cooperate, but not to obligate the Council to any support of the sole agency process.

At this meeting several state directors made the usual historical comments about major developments within their states impacting community colleges. No record of these comments, true for many years, seems to be available. Several possible research topics were suggested for consideration including remedial education, relations between state boards for community colleges and other state level higher education boards, and postsecondary education financial patterns. Lastly, Andrea Bolling made a report on pending federal legislation. No action was needed by the Council at this time.

Members returned to the subject of revisions of the by-laws as a major item of business at the fall, 1986 meeting held in San Diego in conjunction with the annual ACCT meeting. Members agreed to changes which would designate the summer meeting as the annual meeting. There would now be two official business meetings annually, the offices of secretary and treasurer would be combined. The chair of the Legislative Committee would become an elective office of vice chairman for legislation. The fiscal year was changed to August 1st to August 1st, and the standing committees were abolished to be replaced by "task forces" for specific topics.

These changes reflected concerns and experiences. The activity of committees through the years had been uneven. At least two key reasons existed for this. One, the amount of time the chairperson could devote to tasks of the committee. Two, the nature of national developments and trends. Some years there really had not been much need for activity; hence, even a vigorous chairperson with lots of time might not find much to do. The net result if such conditions existed for two or three years in succession was a lack of interest by succeeding committee members. Of all committees, the one most consistently active had been the Legislative Committee. It seemed best, in consideration of this experience, and, the pressing need for continued attention to federal legislation to make this a key power component of the Council, hence, the vice-presidency level. Experience also indicated the work of secretary and the tasks of serving as treasurer could be handled by one person. Lastly, experience indicated considering the work with AACJC, ACCT, the nature of federal legislation activity, that for officers to serve from late summer until the following summer would provide improved leadership.

Discussion on the state legislative information project resulted in members supporting a project by Professor Martorana working with AACJC for quarterly inserts on state legislation in the newsletter of the president of AACJC to all community colleges. James Gollattscheck of AACJC reviewed the data needs of AACJC and explored the best current means to secure this data via state offices. Frank Mensel provided a federal legislative up-date. Successful progress seemed to be occurring with all federal legislation of most interest to community colleges, although the struggle for satisfactory funding levels continued.

The chair announced that Dave Pierce (IL.) and Joyce Tsunoda (HA.) had been named to serve on a commission to study the future of community colleges, a project being undertaken by the AACJC. Later the Council would be asked to present the ideas of its members for Dave Pierce and Joyce Tsunoda to share with the other commission members. And, briefly, before adjournment those present discussed ways to increase attendance by members. The number of states paying membership dues had remained fairly constant throughout the eighties; however, at several meetings only 15 to 23 members had attended. Once again, the chair reminded members it was partly a matter of commitment. A few suggestions were made including one heard frequently before, namely, the need for the officers to plan and to get out to members in ample time an agenda for the next meeting. It seemed obvious to all that the agenda, particularly for the summer workshop should show a proposed quality program. Members made their usual state reports. The financial level for the Council still showed a strong balance of over $20,000. Thus, in the mid-eighties the Council had formed a new structure within its by-laws, still struggled at times with attendance, still had a strong financial base, and faced continued challenges in the nursing arena, opportunities to advise the AACJC and help shape its future, and to press strongly for favorable federal legislation. (19)

Footnotes for Chapter VI

1. Minutes. April 23, 1983. Washington, D. C.

2. Minutes. July 20-22, 1983. Park City, Utah.

3. Minutes. October 13-14, 1983. Phoenix, Arizona.

4. Author's File.

5. John Terry to Lloyd Meeds. October 17, 1983. Lloyd Meeds to John Terry, November 21, 1983. Author's File.

6. Minutes. April 2, 1984. Washington, D. C. Lloyd Meeds, along with Frank Mensel was quite active during the spring and summer of 1984 regarding federal legislation. Mr. Meeds contacted several Congressmen, made phone calls, wrote letters. Author's File.

7. Minutes. July 18-20, 1984. Lexington, Kentucky.

8. Memo. David T. Kelly to State Directors. Author's File.

9. Report and material. Author's File.

10. Executive Summary of Report. April, 1984. Author's File.

11. David Pierce to Council Members. December 28, 1984.
    Ibid. January 1, 1985. Pierce to Dale Parnell, January 14, 1985. Author's File.

12. David Pierce to Members. March 4, 1985 and April 2, 1985.

13. Minutes. April 16, 1985. San Diego, California.

14. Ibid. Correspondence: Pierce to Members, May 6, 1985.
    Frank Mensel to Congressman Lee Aspin, April 9, 1985.
    Letter from Chancellor Salvatore G. Rotella (Chicago) to "Profession Colleagues". n. d., Author's File.

15. Minutes. October 3, 1985. Board of Directors.
Minutes. October 4, 1985. Denver, Colorado.

16. Notes of Dave Pierce in Author's File. Wethington to Parnell. November 26, 1985. Wethington to Members. February 2, 1986. Author's File. Later other members of the AACJC staff have served the Council as the agreement provided.

17. Minutes. April 15, 1986. Orlando, Florida.

18. Minutes. July 25, 1986. Illinois staff involved were Ivan Lach and Virginia McMillan.

19. Minutes. October 16, 1986. San Diego, California.

Chapter VII

ACTIVITIES OF THE LATE NINETEEN EIGHTIES

Chairmen

1987 - Andrew C. McKirdy
1988 - Don A. Carpenter
1989 - James Tschechtelin

Federal legislation and a few special studies were the most important activities of the Council during the last years of the nineteen eighties. The AACJC and ACCT bolstered their staff for federal legislative work with the addition of Andrea Bolling to the staff working with Frank Mensel. She was very well oriented to Washington, D. C.'s political life. She was active. She became interested in the missions of the community colleges. One of her assignments was to work with the Council in acquainting its members with the content of pending legislation and then securing support from state directors. The special projects reflect the interest the leaders of the Council (and most of the members) had in securing information of nationwide developments in specific phases of community college education, and/or, to develop information which would refute certain criticisms of community colleges. And, further, some of the activities intensified efforts to shape the policies and actions of AACJC.

Andrea Bolling sent several communications to the members of the Council in late 1986 and throughout 1987. As the year 1987 began, these topics were the most important on the federal legislative scene: Partnerships for Economic Development (Title XI of the Higher Education Act), Strengthening Institutions (Title III), Employee Educational Assistance which involved Section 127 of the federal Internal Revenue Code, and revisions to the Carl D. Perkins Vocational Education Act. In addition, interest was increasing in federal legislation expanding the offerings of college courses to national guard members and other military personnel. Lastly, through the efforts of President Dale Parnell AACJC was receiving increasing support for his concept of retooling America's workforce through a concentrated federal support effort. The goal was to decrease the time between lay-offs and re-employment of workers as industries and businesses within the United States changed the nature of their activities, technology, and hence, job skills needed. Incidentally, at this same time in the nineteen eighties several community colleges within the United States with the assistance of AACJC were expanding their international programs. Hundreds of community colleges had in the nineteen sixties and nineteen seventies enrolled foreign students. Now some community colleges and/or groups of community colleges were sending professional staff to China and a few other nations to assist in the development of community and technical two year colleges in these countries.

The Employee Educational Assistance section of the Internal Revenue Code was particularly helpful to community colleges if left worded in a manner which allowed employees to be reimbursed by their employer for taking courses needed to improve their skills useful to the firm for which they worked. Obviously more employees would take courses if reimbursed than if not reimbursed. Through the efforts of the state directors who often succeeded in mustering much support within their respective state for the legislation to maintain these provisions, and the activity of the AACJC and ACCT the goals in this area of legislation were achieved. Hence, through the years community colleges have enrolled hundreds of thousands of part-time students who already had obtained a bachelors degree, or, even a masters degree.

The many offerings of community colleges in business and technology proved exceedingly useful and inexpensive because of close proximity to homes and business locations.

For veterans and G.I. Bill education recipients several state directors with the assistance of Frank Mensel and his staff held one day drive-in workshops within their state to acquaint military personnel with the programs and services available within the community college missions. Several of these proved to be of considerable value. The net result was that many community colleges near large military bases either initiated new programs or expanded considerably within the next few years the total offerings they provided military personnel within their service region. (1)

In the mid-nineteen eighties, under the leadership of Dale Parnell, the Board of Directors of AACJC had launched a study on the future of community colleges. A commission had been formed to conduct this study, referred to as the Commission on the Future of Community Colleges. Several organizations affiliated with AACJC were requested to study the drafts and to make suggestions for the content of the final report. Council members Don Carpenter, Andrew McKirdy, George Moody, James Tschechtelin, and John Terry drafted a paper to file with the Commission in April, 1987. It is a noteworthy document carefully presenting the philosophical base for public community colleges. It describes in brief the important changes which occurred during the years 1920-1985. The major theme throughout the document was the same as enunciated in the Higher Education for Democracy statement of President Harry Truman's Commission on Higher Education (1947) which emphasized that "Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs." The authors of the Council's statement noted there were two primary foci for the community colleges in the late 20th Century. One was "vertical" and "traditional", namely continuation of grade school and high school education onto higher learning and improved skills. The second, was "horizontal and non-traditional". The latter emphasized the part-time student, the adult interested in acquisition of specific skills and knowledge. Into the seventies the vertical role had been the dominate one for the community college. By the mid-nineteen eighties in nearly every state with public two year colleges, the horizontal role had come to dominate in local community needs. Job skill training, adult education, special projects with both public and private organizations now abounded within nearly every community college district within the nation. The growth of the horizontal programs and functions had, however, seemed to have confused many within society as to the role and function of community colleges. Many students did not acquire degree or even seem to complete specific certificates of one year duration. Despite all the success of community colleges many citizens still seemed not to realize that well developed programs and course taken by adults improved the economy. The costs of education were less than the beneficial economic returns to say nothing of personal satisfactions gained. The value of community college education needed to be emphasized even more. And, every community college faculty and staff needed to evaluate frequently programs, courses, and student services to make certain there were pertinent to the needs of people. Whatever the program or service or course the necessary quality to make it useful and worthwhile must be present. Increasingly, it seemed there was a realization that the former community college concept of open door admissions as opposed to open admissions was returning to dominate thinking and actions. The focus, stated the authors of this document, must be on "the individual student". To design a satisfactory program the learning skill level and the potential achievement level of the student must be assessed so he or she can use his or her time and money - and that of faculty and staff - wisely. The "open door must remain open to all". Programs with practical value established with vision as to the growth of the nation and its job skill needs would serve individuals and the nation most productively. (2)

The new chairman, Andrew McKirdy of Connecticut, conducted the first business meeting of 1987 held in Dallas, Texas in connection with the annual AACJC meeting. David Pierce and John Terry presented the report on the Commission of the Future. David Pierce, using his previous experiences as chairman, analyzed the current state of the Council attempting to encourage some of the newer members to become more active. Dr. Mark Newton described the new philosophy of the National Center for Research in Vocational Education with its greater emphasis on postsecondary education. Lin Fain, a graduate student, reviewed her study of the perceptions of state directors of their role and work. Frank Mensel and Andrea Bolling described the latest federal legislation being considered. Terry Tollefson and Ben

Fountain of North Carolina State University summarized a study on state community college systems. (3)

The minutes for the summer, 1987 meeting are very brief. Treasurer James Tschechtelin described the changes in the annual dues schedule resulting from the change in the fiscal and annual year of the Council to August 1. Chairman McKirdy confirmed the fall meeting would be in Orlando, Florida and the summer 1988 meeting would be hosted by Robert Scott in North Carolina. Frank Mensel presented "an excellent update of issues and concerns at the federal level; however, no content of this report is provided in the minutes.

A major topic for discussion at this meeting was the suggestion by Frank Newman that the Council have one of its meetings each year in conjunction with the meeting of the Education Commission of the States. This had considerable appeal to several members of the Council. Practical matters and the desire to reflect further on this dominated the thinking, however, and no action was taken except to suggest that a delegation of the members attend the next annual meeting of the Education Commission of the States. Further correspondence indicates some interest but no joint meeting seems to have occurred.

David Pierce presented a report on the continued work of the AACJC Futures Commission. He mentioned major consideration was focusing on leadership and the appropriate contemporary missions for community colleges.

Major speakers at the summer workshop were Dr. Frank Newman, President, Education Commission of the States speaking on the topic

"Emerging Issues for State Community College Leaders". Dr. Herb Gross, Professor at Bunker Hill Community College delivered an interesting address on what makes effective community college teaching. (4).

The fall meeting of 1987 was one of those devoted to considerable attention to operational affairs of the Council. Arrangements for a liaison person to the AACJC Board of Governors needed to be completed, relations with the Education Commission of the States refined, arrangements for the spring business meeting confirmed and agreed to, and arrangements for support from AACJC reviewed. Events seemed to indicate that AACJC staff had not been able to provide all the support anticipated by members of the Council. Frank Mensel and Andrea Bolling had been active; therefore, members felt reimbursement was due them and their support staff. Members voted to send out an announcement to all state directors, to the professors who headed community college graduate training programs at universities, and to AACJC asking if they would be interested and able to provide secretarial support and an official depository for the Council. Members noted also, correspondence by the chair with AACJC should stress that this open approach to seeking this assistance did not mean there was any desire to lessen the relations with AACJC.

Dave Pierce again updated members on the progress of the AACJC Futures Commission. He felt the report would be very worthwhile and beneficial to the entire community college movement when completed in the late winter of 1987-88.

Robert Scott of North Carolina presented the need for each state director to be more active in seeking a representative on the state group representing the Education Commission of the States, further, to secure approval of attendance at the National Governors Association meetings of a representative from the Council.

Two announcements of interest included one by Jack Leppert of Florida that the Office of Educational Research and Information was to be expanded and called the National Institute for Education and that it would be giving much more attention to community colleges and their role in higher education. Special areas of attention were to be the decline in enrollment of minority students, the emerging need for improved high technology in applied science programs, and the issue of testing, assessment and evaluation in community colleges. Dave Pierce announced the AACJC had $3,000 available for any state director with a good concept for a reseaarch/study project.

The federal legislative program was a full one during 1987. Andrea Bolling had sent several communications of information to the state directors beginning early in 1987. The major topics were: the basic higher education appropriations with several changes and threatened reductions by President Ronald Reagan; English Literacy Program grants; educational telecommunication grants; expanded technical education programs; re-writing parts of the vocational education acts to stress even more the concept of business-education partnership educational projects; retraining programs for the work force; and continuance of student financial aid. Frank Mensel reported on several of these at this meeting plus progress in working with the National Guard for educational programs with community colleges. He called attention to state directors of the increasing concern of Congressmen on the low percentage of repaid loans by students at the freshmen and sophomore level. He also pointed out that the IRS was tightening its control on unearned income taxes; therefore, bookstores and food activities of colleges and universities were to be looked at more closely. Frank Mensel advised state directors to tell community college presidents to clean up any loose ends regarding free meals and computer sales at reduced costs. (5)

Correspondence between Chairman Don Carpenter and Dale Parnell of AACJC late in 1987 and in 1988 indicate the decision of the Council to modify its agreement with AACJC as to secretarial support was a surprise to President Parnell. In response to learning of the Council's decision to send out a general announcement he wrote to Chairman Carpenter that AACJC considered "Providing appropriate services to the national Council of State Directors" to be "a top priority for me." He stated he felt so "strongly" concerning this that "I would be pleased to serve as your AACJC liaison person and provide secretarial services out of my office." (6) Further discussion occurred with the result that a clarified understanding was reached. The basic agreement included: Dale Parnell would serve as the AACJC liaison person with the Council; he would assign appropriate personnel from his office to provide services for general correspondence, maintenance of up-to-date membership lists, keeping of records and minutes, maintenance of financial records, minutes of business meetings, assist in the arrangements for meetings, and other responsibilities as agreed upon later. Chairman Carpenter stressed to President Parnell the lower fee would allow the Council to have more funds for joint research projects with AACJC such as the role of education in the AIDS crises, assessment procedures for student progress, evaluation of executive leadership within community colleges, and concurrent enrollment programs with secondary schools. The Council would keep in close contact with Frank Mensel and Andrea Bolling and would expect progress reports on federal legislation to come to the Council. (7) Later came an offer from President Parnell for Council members to send briefs to him of especially effective programs to be included in the AACJC Letter. For 1988 Andrea Bolling was named as the key person to provide services to the Council. (8)

In her first major communication to all state directors in 1988 Andrea Bolling noted that plans were complete for an active National Legislative Seminar in February, that Dale Parnell had succeeded in arranging the National Guard/Community College conference on community college education the two days before the annual AACJC conference in April so many presidents and state directors might attend with lower costs for each meeting, that the first Community College Month on a national level had been successful, and the Council would sponsor again a forum at the annual AACJC meeting. The title for this one, "Statewide Initiatives in Student Assessment: Implications for Community Colleges". With this communication she attached a summary of the new budget as recently set forth by President Reagan. (9) She also called attention to Dave Pierce seeking the election to the AACJC

Board of Directors encouraging state directors to get out the vote of community colleges presidents for him. He was elected.

Eighteen members attended the spring, 1988 meeting held in Las Vegas, Nevada. Chairman Carpenter presided over the relatively brief business meeting. Following the treasurer's report, Chairman Carpenter reviewed the recent agreement with President Parnell of AACJC for services to the Council, called attention to the places for the summer and fall meeting, summarized a proposal by Searle F. Charles to prepare an historical account of the Council, and congratulated David Pierce (IL.) on his election to the Board of Directors of AACJC. Dr. Pierce then led a discussion on the work of the Futures Commission and the likely impact its report might have for community colleges.

Ms. Winifred Warnat, from the United States Office of Education presented information pertinent to vocational education and job training programs encouraging members to be more active in building linkages with technical education leaders both inside and outside Washington, D. C. She outlined the essence of five programs useful to community colleges. These were: work place literacy, coop programs-high tech; demonstration grants in adult education; bilingual education; and Indian education. Along this same theme Don Carpenter presented information on the reauthorization of the Carl Perkins Act. He reminded members a draft paper had been prepared by Frank Mensel and Bob Sorenson (WI.), mailed to all members asking for their comments. Members should respond so their preferences would be known to Mensel and Sorenson. Andrea Bolling and David Pierce also presented information on the general federal budget situation and how it would impact appropriations for higher education. (10)

The Council met in Asheville, North Carolina for its 1988 summer workshop. Items of business presented and discussed included the payment of money to S. V. Martorana for another state legislative study and likely payment to James Wattenbarger of the University of Florida for a new financial study of community colleges. The chair appointed a committee headed by Jeff Hockaday and Dale Campbell to report on possible future funding for these studies and other periodic studies of value to the Council. Chairman Carpenter noted the fall meeting would again be in conjunction with the ACCT meeting and that Dave Pierce would represent the Council at the annual Education Commission of the States meeting. Dave Pierce reported on the work of the Board of Directors of AACJC of which he was now a member representing the Council. Also discussed and agreed to was the co-sponsorship of the Leadership 2000 program in San Francisco in June, 1989. The main presentations and discussions for this summer workshop involved a panel presenting the content of the Carl Perkins Vocational Education Act. No mention is made in minutes of the content of the discussion. At the end the chair appointed a committee of six to help guide further legislation pertaining to the revised content of the Carl Perkins Vocational Education Act and all related legislation. Each state director reported on the status of community college education within his or her on state, but no information is provided on the content of these reports. (11)

The fall meeting of the Council, held in Louisville, Kentucky, centered on federal legislation. Legislation covered included; revisions for the Perkins Act and the Higher Education Act, a National Study of Job Training Partnership Act, Tech-Prep legislation, and the GSL default legislation. The Council selected the topic "Future's Commission Report: What are the States Doing?" for the session at the spring AACJC meeting. David Pierce reviewed the meeting of the Education Commission of the States which he had attended. Some discussion occurred concerning the working agreement between the Council and AACJC. Terry Tollefson of North Carolina State University reported good progress on the study of state system structure for community colleges. The Council approved a study for analyzing the flow of minority faculty and staff into positions within community colleges.

Chairman James Tschechtelin (MD.) presided over the brief, but busy business meeting held in conjunction with the annual AACJC meeting in late March, 1989. Johnas F. Hockaday (VA.) presented a report on his review of the Council's research projects of the past few years. He recommended the Council continue to sponsor these every other year with the state legislative report and financial studies thus spreading out the costs and continuing support for the work of Professors Martorana and Wattenbarger. The members accepted his recommendations.

Reports to the chair from the authors indicated the study on minority faculty, their availability and employment, was nearing completion. This report, "The Dry Pipeline: Increasing the Flow of

Minority Faculty" became a very popular report. It provided up-dated facts and very useful insights on the failure to produce a great number of trained minority faculty, and, gave some attention to problems of employment.

A special Study Committee of members reported on an analysis of the Perkins Act pertaining to vocational education. These members believed more attention needed to be given to curriculum development, faculty training and retraining, and research. Further information on the activities of the National Association of State Councils on Vocational Education, the Job Training Partnership Act (JTPA), was also presented at this meeting, but no special action was needed by the members.

Chairman Tschechtelin reported on the adjustments and clarifications recently worked out with Dale Parnell of AACJC regarding the secretarial and staff support by AACJC for the Council. The fee was set of $3000 with clarification on duties of AACJC staff and reimbursements for travel.

Terry Tollefson of North Carolina State University reported that a new study on the state systems for community colleges was moving along well. Professor Tollefson thanked the members for their support in providing useful data. (12)

The summer workshop for 1989 took place in Monterey, California. Approximately sixteen members attended. In reviewing the list of attendees only the names of George Moody (MI.) and Charles Wethington (KY.) show a continuance in membership since 1980. The agenda was typical of all the best workshops held from 1971 on.

In the area of federal legislation Frank Mensel reported on the status of reauthorizations for the JTPA work training programs, changes in the basic Perkins Act for vocational education. Professor Ben Fountain of North Carolina State University reported that AACJC had agreed to assist in the publication of the study of state systems of community colleges. The chairman reported that over seven hundred copies of the report "The Dry Pipeline" had been distributed. Council members agreed the 1990 summer workshop should be a longer period of time than recently been the practice so there would be more time for interaction on key issues facing community colleges. Also, members asked the chair to secure a larger time allotment for the fall meeting of ACCT. The latter arrangement was working well, Council members appreciated the assistance of ACCT staff. Problem was only the need for a larger block of time.

Members gave attention to several topics during this meeting. Pat Callahan, President of ECS presented three major topics which were shaping developments in education. These were: economic transformation, demographic transformation and the democratic value system transformation. A shortage of an adequately trained workforce was becoming more evident, the gap in income levels continued to increase, and welfare changing from the entitlement concept to a work and training concept. Members also explored the need for improvement in teaching. Do we have adequate quality teaching? Do universities provide the right training for teaching in community colleges? How do we build multi-cultural colleges and also meet the needs for specific job skill training? How can leadership and management be more effective without getting into a "micro-manage" system of operation?

Members expressed concern about a study being done by National Effective Transfer Consortium (or similar title). Were the professionals conducting this really familiar with the community college mission? Did they know that by head count most community college students did not have transfer as an educational goal?

State reports indicated improved economic conditions in several states; hence, improved funding. Mississippi now had its own public junior college board. In Washington clarification was occurring on separation of responsibilities on offering freshman and sophomore level courses in five major cities. Florida reported that a state-wide higher education course numbering system was now in place.

The issue of adequate success of transfer to four year colleges and universities had by this time become once again a matter receiving considerable attention by several critics and supporters of public community colleges. Professor Lou Bender of Florida State University was involved in a significant study. There were other reports occurring, some of which troubled some of the state directors, partly, because they believed some of these professionals did not grasp the basic concept of the community college missions; therefore, their approach and conclusions were misleading. Members voted to have the chair appoint a committee to work on transfer, to develop a practical, useful deinition of transfer success for community college students. (13)

Chairman Robert W. Scott (N.C.) conducted the meeting in Vancouver, Canada in the fall of 1989. Members agreed on a process to have the financial record of the Council audited, agreed agreements with AACJC staff did include coverage of postage, telephone and similar expenses for the $3000 fee, and voted to co-sponsor with the League of Innovation, the 1990 "Leadership 2000" conference to be held in 1990.

Discussion occurred concerning the desirability of members having a joint meeting with the National Association of State Directors of Vocational Education (NASDVE). Members present suggested the officers of the two organizations meet during the annual ACCT Legislative Conference the following February.

Chairman Scott formalized the transfer study into a full project by appointing members Dale Campbell (TX.), Charles Wethington (KY.), Narcisa Polonio (HA.), and Earl Hale (WA.) to a committee with the expectation a study paper would emerge useful in shaping serious discussion regarding transfer success for community college students. Members agreed to have the officers arrange for a forum session again at the annual AACJC meeting. For the summer 1990 meeting it was agreed these topics seemed most important: the Higher Education Reauthorization Act, college transfer, the state reports on recent developments, a follow-up on "The Dry Pipeline", and international education developments or community colleges. Council members considered sponsoring a meeting of the legislative liaison members within their offices but finally determined that members might be invited to attend the annual ACCT Legislative Conference and have a discussion and exchange at that conference rather than setting-up a special conference. (14)

Thus, ended another decade of activities for the Council. Reflection indicates to this author that one of the most important achievements of the Council in the nineteen eighties was the successful transition of leadership from several "old timers" to new state directors. A cross check of listing of members for the year 1978 and 1988 shows a tremendous change in membership. Useful revisions to the by-laws had occurred. Finances remained in good order. Several key issues - preservation of the associate degree nursing format, remedial reaing and illiteracy, sources of minority facuty and staff, transfer of students, had all been given special attention. The useful studies of state legislation and the financing of community colleges had finally been preserved, and, finally, a suitable arrangement with AACJC for record keeping and secretarial support was finalized and in place.

Footnotes for Chapter VII

1. Memo. Frank Mensel to State Directors. Written notes on agenda for October, 1987 meeting. Author's file.

2. Copy of statement dated April 21, 1987. Author's file.

3. Minutes. April 23, 1987. Dallas, Texas.

4. Minutes. July 31, 1987. Newport, R. I.

5. Minutes. October 9, 1987. Orlando, Florida. Correspondence. Frank Mensel and Andrea Bolling to State Directors. June 15, 1987. Author's file.

6. Dale Parnell to Don Carpenter. October 15, 1987. Author's file.

7. Don Carpenter to Dale Parnell. November 12, 1987. Author's file.

8. Dale Parnell and Andrea Bolling to State Directors. December 28, 1987. This memo also outlines services to be rendered in 1988. Parnell to Carpenter November 20, 1987.

9. Andrea Bolling to State Directors. February 19, 1988. Author's file.

10. Minutes. April 27, 1988. Las Vegas, Nevada.

11. Minutes. August 2, 1988. Asheville, North Carolina.

12. Minutes. March 30, 1989. Washington, D. C.

13. Minutes. August 1, 1989. Monterey, California.

14. Minutes. September 22, 1989. Vancouver, Canada.

Chapter VIII

THE EARLY NINETEEN NINETIES

Chairmen

1990 - Robert Scott
1991 - Earl Hale
1992 - Dale Campbell

There was a high percentage of members attending the spring 1990 meeting held in Seattle, Washington. Several former state directors were also present: Stanley Wall (KY.), Ben Fountain (N.C.), Terry Tollefson (N.J., CO.), Lou Bender (PA.), James Wattenbarger (FL.), and S. V. Martorana (N.Y.). Chairman Scott had been active during the past few months. He had been to the AACJC offices in Washington to up-date and to clarify the financial status of the Council, had authorized payment of several pending bills, had had discussions with the chair of the NCSDVE on a joint study, worked with Frank Mensel on federal legislation, and had visited with the Assistant Secretary of Education, United States Office of Education, Leonard Haynes.

David Pierce, the Council's current liaison with the AACJC Board of Directors, reported that no major controversial issues were pending before the AACJC Board, that liaison with the National League of Nursing was being reestablished after a period of strained relationshps when it appeared uncertain how strongly the NLN would help fight off the changes sought by the Amerian League of Nursing, that Council members should be looking for the Lou Bender study on transfer, and that David Daniel of North Carolina was the new chair-elect of the AACJC Board of Directors.

The Council, through the leadership of Earl Hale (WA.), was sponsoring a forum at the AACJC annual meeting on transfer. Members were urged to attend. Frank Mensel made a brief report on the revisions pending for the Perkins Vocational Education Act. Dr. Winifred Warnat, Director of the Vocational Technical Division of the United Sates Department of Education, discussed several items including change within her department, new staff hired, and up-dated the departments views on several pertinent issues.

Other reports and presentations included: Ben Fountain and Terry Tollefson up-dating members on the book pertaining to state systems of community colleges and a history of community colleges; S. V. Martorana on state legislative actions; and, a request from Karen Garst, Executive Director of the Oregon Community College Association, that the Council support the concept of a "stronger presence" of community college personnel in the United Sates Office of Education. Apparently, the remarks of Dr. Warnat, were sufficiently favorable that little interest materialized for the suggestion of Karen Garst. In other years, of course, the Council members were seeking actively for more recognition from the United States Office of Education. Lastly, James Wattenbarger reported the financial study for the past year was ready for distribution. (1)

Members of the Council went south to Key West, Florida for the Summer, 1990 meeting. The usual summer workshop agenda dominated, a variety of topics and state reports, plus concentration on the best processes for an effective transfer system. Representatives from Florida, Texas, California and North Carolina presented reports describing varying transfer arrangements with high schools and with four year colleges. Chairman Scott conducted a discussion on federal legislative matters (content not revealed in the minutes), and considerations were given to having the 1991 meeting in Hawaii.

Andrew McKirdy (CT.) presented a change in the by-laws which would combine the office of secretary and office of treasurer into a single office. The rationale for this was that with the AACJC staff now providing much of these services two positions were not needed. Members approved the proposed change. The members also received a thorough financial report and approved the payment of several bills. (2)

During the summer of 1990 the Council's committee on transfer finished a draft describing the results of a survey of states regarding transfer, plus some additional information. This report contains much useful data on the status of transfer practices among the educational units within the states. Some examples include: only 30 states had the capacity to report the number of students who transfer from public community colleges to public supported four year or upper division colleges/universities; only eight community college state agencies had the responsibility for reporting to state legislative bodies on student transfer; most states did not have an "official" written definition of a transfer student; seventeen states did have a "working" definition of a transfer student; many state directors were uncertain "about the most effective" way to compute a student transfer rate.

The majority of Council members reported they were not certain a national standard or format would be useful or appropriate. There was agreement that improvement could and should be made. The state directors had to recognize the importance of uniqueness for each state system of higher education, the difficulty of measuring "student intent", the cost of a more detailed transfer accountability follow-up, and the actual value of a national transfer record system. Would it be worth the cost even if practical to implement? (3) Most state directors recognized that transfer of students within a state's system of education was, after all, the problem for the state to control. Many state directors were quite aware that any national process to account for transfer students in the same manner was very apt to bring into existence several other requests for data and controls. They had had enough of this already with vocational education, and, within their own state office machinery.

Baltimore was the location for the Fall, 1990 meeting. Chairman Hale (WA.) conducted a busy agenda which included Dale Campbell (TX.) presenting a draft on ways to best define transfer rates to four-year institutions. This, a follow-up to the previous summer discussions pertaining to transfer problems and the summer discussions pertaining to transfer problems and the gathering of reliable data. The Council members voted to support further development of the proposed definition by encouraging states to test various models and to cooperate with the National Center for Transfer in pilot projects. Dr. Winifred Warnat of the United States Office of Education informed members of the likely changes in the Perkins Act which would impact community colleges. Emphasis in the changes included; improvement in articulation, expansion of 2 + 2 apprenticeship training, more attention to curricula developments, improved training for counselors, and expansion of efforts to provide equal access.

Chairman Hale sought suggestions for the spring forum seession at the annual AACJC meeting which would fit the overall theme of "Celebrating Diversity". Members voted to co-sponsor again with the

League of Innovations, the "Leadership 2000" Conference. Tom Kotula agreed to serve as liaison for the Council with those planning this conference. Andrew McKirdy became chair of the nominating committee to select the Council's nominee as a candidate for the AACJC Board. Robert Scott (N.C.) suggested the academic officers for each central office be invited to the summer 1992 workshop. Chairman Hale agreed to pursue the re-establishment in the United States Office of Education a position strictly for the community colleges. (4)

Members held their Spring 1991 meeting in Kansas City, Missouri. Quite a bit of the total time of the business meeting involved discussion of federal legislation with concentration on student loan money, the Pell Grant funds, and implementation of the latest version of the Carl D. Perkins Applied Technology Act. With the act and with the support of Representative Ford Tech-Prep received a strong boost. Various state directors had been active in providing suggestions for improvement in administrative guidelines and in reviewing the original legislation.

S. V. Martorana presented a report on state legislation. With his retirement as professor at Pennsylvania State University James Ratcliff, Director of the Study on Higher Education, assured Council members the university planned to keep these state legislative studies active. Tery Tollefson of North Carolina State University reported favorable progress on the new book about state community college systems. The chair reported that member Robert Scott of North Carolina had been elected to the Board of Directors of the AACJC. Thus, the Council continued its success in having one of its members on the AACJC Board most years of each decade. Members also noted that Robert Carr had become the new state director in Kentucky as Charles Wethington Jr. had recently moved on the Presidency of the University of Kentucky. (5)

Austin, Texas provided the setting for the summer workshop for 1991. Organizers of this meeting provided a full agenda with several speakers and time for excellent discussion sessions among the members. It was the twentieth year since the first summer workshop in Minneapolis, Minnesota, and, one keeping the value of summer workshops strong. The officers selected the timely topic of "The Role of the State Office in Workforce Development" for the main theme and topic for most of the speakers. This selection was particularly appropriate in consideration of the many developments across the nation in the "2 plus 2" skill training programs being developed with high schools by community colleges, plus the continued interest of the federal government and many state governments in getting many of the unemployed back to work. For those attending this workshop members and guests provided considerable information on tech-prep- (2 plus 2) and similar programs.

Examples of the presentations and topics for discussion include these: "America's Choice: High Skills Or Low Wages?" by Ira C. Magaziner, Chair, Commission on the Skills of the American Workforce; "Successfully Integrating the Humanities into Associate Degree Occupational Programs" by President Rodney V. Cox, Jr. of Butler Community College (KS.); "Update on Federal Issues" by Frank Mensel; "Strengthening Linkages with JTPA" by Stephen G. Katsinas of Oklahoma

State University and Herbert J. Swender of Allen County Community College; and, "The Role of the State in Instructional Leadership" by Professor John Roueche of the University of Texas. In addition, there were discussion sessions led by a member or two of the Council on the topics of the "State Office Role in Tech-Prep"; "Quality Work Force Planning and Tech-Prep in Texas"; and "Implications for the States: Policy, Organizational and Political" in regard to work skill programs and tech-prep.

To several present one of the highlights of this meeting was the presence of David Pierce, the newly elected president of AACJC, who, for many years had been a very active state director and member of the Council. President Pierce discussed several of the recently approved objectives adopted by the Board of Directors of AACJC relating several of them to the current interests of the members of the Council.

Several members present gave reports on recent and current developments within their state pertaining to community colleges. Several of these related to new programs in tech-prep and reflect very active progress in this program development for two or more years with others reporting the first initial steps occurring in 1991. Several state directors reported that serious budget shortfalls for their state government were causing reductions in appropriations for higher education. Local communities would not be able to make up all the difference nor would the boards pass tuition increases to eliminate reductions. Hence, enrollment planning was needing a "fine-tooth" tuning program by program for the spaces available, particularly for full-time students. Despite some of the discouraging comments pertaining to budgets, most state directors reporting felt the community colleges were receiving recognition by most state legislators for meeting a large number of the needs of adults within their states. Connecticut was, at the time of August, 1991 one of the state's most hurt by failure of the state to as yet adopt a new fiscal year budget. Dozens of lay-offs were anticipated, and some did occur. (However, later in the fall some basic agreements reached on labor negotiations modified the original total number of lay-offs.) Iowa's legislature rejected a movement to have a separate governing board for community colleges. The Iowa State Board of Education serves also of the governing board for community colleges. In 1990 a Community College Council had been formed to keep up-to-date on changes in the life and economy of the citizens of Iowa and to inform the State Board of Education as to what needed to be done by community colleges to serve the state more effectively.

Similar to what Oregon had done, in Iowa the legislation had initiated in the late 1980's a new jobs training program which involved their community colleges working with business and industry in the development of new work skill training programs. Also, established by 1991, had been Quality Instructional Centers (QUIC) designed "to finance the enhancement or creation of high quality, capital intensive, high cost or highly specialized programs of instruction". Lastly, as in Oregon and several other states legislation now existed which allows eleventh and twelfth grade student to enroll at least part-time in community colleges to initiate better and more complete training for certain technical oriented jobs.

Representatives from Rhode Island described several of the effective steps taken to work with local high schools and, also, the successes of a new "in city" center in Providence which was serving more effectively many of the at risk and economically deprived elements of Rhode Island's society. Personnel from the Texas community college system described the advances Texas was making with tech-prep and informed members of difficulties within the state on sorting out the respective roles for the higher education units. Florida's staff reported on recent financial difficulties of that state and the negative impact on financing their community colleges.

Interesting news announced included Dale Parnell's decision to accept the state directorship position in Oregon. This position had recently become vacant and the new legislation pertaining to the restructuring of secondary education and job training programs made the position particularly attractive to past-president Parnell of the AACJC. The position now provided a great opportunity to put into practice many of his ideas expressed during his presidency of AACJC. Terry Holland, the previous state director in Oregon had moved to Vermont. Professor Ben Fountain of North Carolina State University announced that university had recently received a $3.57 million grant to produce activities to "improve community college leadership". Lastly, the Council approved a proposed project of Searle Charles, a former state director, to produce an historical account of the Council from its beginning through the early 1990's. (6)

An important announcement occurred at the fall, 1991 meeting in Biloxi, Mississippi. Frank Mensel informed the members that in June, 1992 he was leaving the AACJC-ACCT organizations. He had now been working on federal legislative matters for over twenty years. He reported on several bills before key Congressional committees including the Kennedy/Hatfield Bill. He emphasized the discussion on Program Integrity under Title IV of the Higher Education Act was aimed at unscrupulous trade schools and not public higher eduation units.

Members voted to continue support with the League of Innovation of the "Leadership 2000" project; voted to replace Jerry Christenson as chair-elect since he was retiring; named James Folkening of Michigan to replace Jerry Christenson; and selected several topics for discussion at future meetings. The topics seemingly of most importance due to anticipated lack of funding were: maintaining student access, the discontinuance of services which "will be relatively easy to start up later in a better economy", and managing "priorities while we are downsizing". (7)

As the leaders of the Council considered actions for the mid-nineties, it is seen that while new twists and turns ahead exist that several challenges and problems typical of years past remain just as there are constant problems for the whole of American society which have never been solved or remedied. Funds are still insufficient to meet the demand of student enrollment, a sufficient number of full-time teachers, adequate support staff, and sophisticated equipment needed to make courses fully relevant to our technological oriented society. Important liaisons with other educational organizations need to be maintained. As the leaders and staff members among Congress change and as peronnel within state government change, continued "education" as to the missions of community colleges is still needed. Certainly, one additional challenge the Council faces is to assist community colleges in meeting the replacement of a tremendous number of faculty and staff who will be retiring between the years of 1995 and 2005.

Footnotes for Chapter VIII

1. Minutes. April 25, 1990. Seattle, Washington.
2. Minutes. August 1, 1990. Key West, Florida.
3. Draft of Report. Date of July 25, 1990. Author's file.
4. Minutes. October 3, 1990. Baltimore, Maryland.
5. Minutes. April 13, 1991. Kansas City, Missouri.
6. Minutes. August 14, 1991. Austin, Texas.
7. Minutes. October 17, 1991. Biloxi, Mississippi.

Chapter IX

THE REPORTER AND THE COLLEAGUE

In this historical account of the Council I have not commented on several studies which the Council financed fully or in part, and, on several studies by others which relate to state directors. This will need to be done for anyone writing a definitive history of the Council. Two publications of the Council which should be mentioned, described to some extent, and a few examples provided are the Reporter and the Colleague. These were, for several years, the official newsletters of the Council. They provided information concerning meetings, summaries of state legislative and financial studies by Professors Martorana and Wattenbarger, and reports from state directors on major developments within their states impacting the expansion of community college programs and services and the state level governmental arrangements.

The University of Florida and Florida State University initiated the publication of the Reporter in June, 1972 at the request of the Council for a newsletter. The Kellogg Foundation grant provided some funds useful to staff at the Florida Leadership Centers to publish the Reporter. Editors sought information from state directors, used minutes of meetings, and information from the AACJC to shape the content. Much of the content was devoted to the state reports of state directors which contained information needed by other state directors, particularly those who had been unable to attend the most recent summer or fall meetings of the Council.

The editors also provided from time to time useful summaries of the agendas completed at meetings. Particularly was this true when the Council made changes in the structure of its committees or outlined more fully the responsibilities of each committee. For example, the Reporter for October, 1972 provides a full list of the committees, the areas of responsibilities for each, the financial condition of the Council, and suggestions as to how the Florida Leadership Centers might best serve the Council. Another effort made by the editors was to provide information on recent trends and new instructional and/or curricular developments (January, 1973). The July, 1973 volume provides information on the work of NCHEMS as it relates or might relate to community colleges. The remainder of this issue lists recent studies and publications completed by graduate students and professors of the UF/FSU leadership centers. This was occasionally repeated during the next two years. In addition, once every year or so, the Reporter contained a list of members, committee membership, and professionals affiliated with the Council. The editors of the Colleague also provided such information from time to time.

The chairpersons for the Council occasionally used the Reporter and the Colleague for direct communication with members. A year's activity might be summarized, again useful for those members who had not been able to attend most of the meetings. Lee Henderson and other state directors who represented the Council on the Board of Directors of AACJC occasionally provided reports to members via these publications. The March, 1974 issue contains a useful summary of James L. Wattenbarger's financial study of community colleges for the year 1973. The May, 1974 issue concentrates on federal legislation and the actions of many community colleges to change the work week or make other adjustments to combat the large increase in fuel costs during the past year.

I believe the March, 1975 issue of the Reporter was the last. The funding provided the UF/FSU centers had been exhausted and the staffs found no means to continue publication. The Council at this time seemed to lack the necessary funds. For the year 1976 and 1977 the two chairpersons for the Council, Fred Wellman and Searle Charles attempted to keep some communication going. Using the official stationery of the Council two or three times a year they sent out a two or three page news announcement and summary of key activities of the Council. This seemed to have lasted through 1979 during the time Tom Spencer was chairman.

Neal Robbins (N.Y.) had increasingly become an active member in the Council in the late nineteen seventies. Through his leadership and with the assistance of a dedicated staff member, Charles A. Burns, the New York state community college central office undertook the publication of the Colleague in the spring of 1981. The editors of the Colleague continued in the fine tradition of the Reporter and with a few new refinements. For most issues editors concentrated on reports from state directors. Hence, the Colleague is a fine source for the years 1981-84 on summaries of key developments within states reporting regarding community colleges. Editors also provided frequently lists of members and those affiliated with the Council. Also, from time to time the Colleague published summaries of Professor Martorana's legislative reports as well as calling attention to key developments in federal legislation. We note also, the Summer, 1982 issue calls attention to the award to Professor S. V. Martorana by the National Council of Colleges and Universities which cited his state legislative report for 1981 as "the best and most significant 1981 research publication in the field" of education.

For those not familiar with these publications it is best that I stress the state reports from state directors contained a wealth of information through the years. Adjustments in finances, changes in student life regulations, developments in collective bargaining contracts, re-arrangements in the state higher education structure, developments in tuition patterns, activities and programs related to job training programs, allied health programs, important grants to secure equipment are examples of the content of these reports by fellow state directors. As with the meetings, these reports often provided the basis for a new contact to secure information useful in initiating new programs or changing the pattern of administrative regulations and procedures.

In 1983 it became necessary for the New York staff to cease its efforts at publication of the Colleague. The staff in the North Carolina state office agreed to continue publication.

For most of the next two years Judy O'Neal and her boss, state director Larry Blake, labored in behalf of the Council to publish the Colleague. They continued the basic format and the quality of content. They provided considerable useful attention to the transition from the CETA work training programs to the Job Training Partnership Act and its implementation. A second topic emphasized was that of community colleges and improved connections with small business centers and developments. Useful descriptions of programs occurring in several states can be found in the issues for these years.

Throughout the latter part of the nineteen eighties I am unaware of any newsletter publication a such. Chairpersons attempted to use the publications of the AACJC to provide special information to members of the Council and about the Council. Occasionally, the chairpersons have sent letters containing key information to members, especially, in the area of federal legislation. I found considerable value in the publication of the Reporter and the Colleague; however, publication did take considerable effort and time. State level central office officials often had much more pressing problems and tasks to deal with, and, funds were often inadequate to divert to the publication. Hence, non-continuance was understandable. Hopefully, the efforts with the AACJC are proving to be adequate for useful sources of information, and certainly, much more useful information is now available within the community college area of publications than was the situation in the nineteen seventies and nineteen eighties.

Chapter X

REFLECTIONS AND OBSERVATIONS

There are several areas to which consideration may be given in considering the value of the Council. These include: support of the activities of the American Association of Community/Junior Colleges and the Association of Community College Trustees; support of federal legislation beneficial to public higher education, particularly the community colleges; providing information to putting pressure on other higher education associations to become more aware of the value and the missions of public community colleges; providing information to state directors which assisted them in the development of programs and functions for community colleges within their states; and, the value to the state directors as professionals and individuals.

I am certain opinions will vary among state directors and the key staff members of AACJC and ACCT through the years as to the value of the Council as a support group for these organizations and their work. There were times, especially for staff of AACJC, that more up-to-date information and more data concerning enrollment and success of programs in providing job opportunities for students would have been helpful in working with Congressional committees. Some years, I am sure, state directors were not as active as they might have been in putting pressure on college presidents and their governing boards for letters and phone calls to Congressmen concerning federal legislation. However, for the years 1960-1990, it is probably difficult to identify a single community college organization which provided more or better support for practically every activity of AACJC than that provided by the Council. Effective and close liaison was nearly always in existence. And where differences may have occurred, it was more the degree of activity necessary to secure wanted results than differences in the goal or objective. At times, such as the associate degree nursing program activities in the early eighties, the Council felt it had to press the AACJC staff harder to oppose the changes sought by the American Nursing Association. Yet, the goal to preserve the program much as the community colleges had developed it was consistent with both organizations. The joint meetings by the Council with the ACCT for the past several years has been an extension of the spring meeting with AACJC as one means to further cooperation and to share concerns and to act on concerns through joint efforts.

Various state directors have been active in supporting the federal legislative goals of AACJC and ACCT. The Council members passed many resolutions between 1957 and 1990 in support of or in opposition to federal legislation consistent with the wishes of AACJC. State directors often provided useful data, and, on several occasions testified before Congressional committees. On occasion, the divisiveness within the Council membership made it somewhat difficult for AACJC staff. An example, the federal legislation pertaining to division of vocational education funds between the community colleges and the K-12 vocational education programs. However, these instances were few and far between.

The degree of activity of the Council over its thirty plus years of history in relation to other higher education organizations varies. Officers took actions to assure the gaining of knowledge by leaders of several of these organizations and the Council obtained the respect of these organizations. Members initiated and maintained contact with key research organizations of which WICHE and NCHEMS are the best examples. Members served on special advisory panels for the Education Commission of the States, and special studies including the one by S. V. Martorana on cooperative regional higher education programs. Important and useful connections occurred with the state higher education commissioners (SHEEO). Useful liaison has been maintained most of the years since the mid-nineteen seventies with the American Vocational Association. Certainly, the Council has had an impact as a result of the contacts even though opinion may differ as to what degree.

Turning more to the members and the Council itself there are different aspects of the value of the Council to members. The Council has provided a wealth of information to its members. The individual state reports describing successes, failures, new operating conditions, new trends - all these added tremendously to the knowledge of state directors. The special reports - to name only a portion of them - state legislation, financial operating conditions of community colleges, remedial reading, employment of minority faculty and staff, and transfer conditions - all provided useful information. As valuable as these reports have been, state directors believe these were overshadowed by the information gained in formal and informal conversations one with another during the meetings and via telephone calls encouraged by what was learned at meetings. The self-evaluation program conducted in the nineteen seventies was of considerable value not only to those state directors who participated but to other state directors who talked with the participating members.

In 1988 the majority of current and previous state directors responding to a survey indicated one of the most important values of the Council had been and continued to be the obtainment of important professional knowledge which was used in shaping the development of community colleges within his or her own state. Thus, the variety of input at meetings - papers presented, reports from the states, discussions - added up to valuable, useful resources. Of secondary importance seemed to be impacting the activities of AACJC and ACCT, liaison with other professional organizations, and assistance provided in passing federal legislation useful to public higher education.

Of information presented at the meetings current and past members stated these were of the most value: the individual state reports and the informal discussions with the other state directors. In talking with several of the state directors, past and present, I find a strong consistency in the theme - the hours of informal discussions, one on one, or with two or three fellow members have been particularly productive. As commented in an earlier chapter of this narrative, the chance to speak confidentially and frankly was often very important. The sharing of experiences was conducive to constructive and positive learning. I am certain every state director who has attended a half dozen or more of the Council's meetings can recall individual or small group discussions by a barbecue bonfire, sitting in lounge chairs beside a pool, an early morning breakfast, or a chat within the hotel room which brought relief at times, new information or new thoughts for lines of action once back in the state central office. In addition, I believe the bringing together of the state directors, exposed each to new personalities, additional exposure to techniques of presenting information, insights to how to inter-relate to other people. Meetings provided a means to observe better ways to conduct oneself as a professional, thus providing insight as to improvement of professional techniques and operations with staff and with board members.

In conclusion we can certainly say the Council remains a very active, viable professional organization. It provides the means to carry on every few years a study project or two of a topic of particular value to community colleges. It sponsors sessions at the annual AACJC convention on topics which would otherwise be overlooked by AACJC or other organizations. Its meetings provide a lively discussion of issues which have the overall net result of rekindling belief in the need for community colleges and their missions. It serves as a positive watch dog over the decisions and activities of the AACJC and the ACCT. It can be valuable as a useful means to mount considerable support for or against federal legislation. Most of all, however, it still serves as one of the most effective means for state directors to share information, to recharge professional convictions, and to explore mutual interests and concerns.

STATEMENT OF APPRECIATION

Professor James Wattenbarger, The University of Florida. He arranged a visiting professorship for me, encouraged the undertaking of this project, provided useful counsel, assisted in locating materials, read manuscript.

Professor S. V. Martorana. The Pennsylvania State University. Professor Martorana provided copies of minutes of the earliest meetings, made useful notes, read manuscript.

Phil Helland (former state director, Minnesota). Helped locate materials, read manuscript, made corrections in fact, prepared helpful notes.

Lee Henderson (former state director, Florida). Read material, suggested addition information, provided useful verbal information as we recalled certain meetings.

Fred Wellman (former state director, Illinois). Read material, provided useful information as we recalled meetings.

George Moody (former state director, Mississippi). Provided a complete set of minutes with several attachments for most of the nineteen seventies.

Andrew McKirdy (currently state director, Connecticut). Read manuscript. Provided many copies of minutes. Made thoughtful suggestions.

Robert W. Scott (currently state director, N. Carolina). Read manuscript. Staff provided copies of material needed.

Don Carpenter (currently state director in Utah). Read manuscript. Made useful comments. Assisted in original efforts to launch this project.

Dean Haverson and Professor Charles Carpenter, Oregon State University. Arranged a courtesy professor appointment at Oregon State University which made possible considerable use of computer resources and secretarial assistance.

Ms. Elaine Dobson. American Association of Community/Junior Colleges. Located material. Photostated material needed.

Ron Daugherty. Western Center for Community College Professional Development, Oregon State University. Funds and staff time for secretarial support.

Ms. Lucy Senter. Western Center for Community College Professional Development, Oregon State University. Secretarial work. Typing of the manuscript. Made useful suggestions.

Barbara Charles. Wife. For providing "release time" from what was to have been "full retirement", and for words of encouragement at a point illness difficulties might have indicated it was time to stop the project.

APPENDICES

National Council of
State Directors of
Community/Junior Colleges

Through Years:
1969-1973

BY-LAWS

I. NAME

This organization shall be known as the National Council of State Directors of Community/Junior Colleges.

II. PURPOSES

The purposes of the Council are:

1. To foster the development of the systems of community/junior colleges in the respective states;
2. To provide a forum for the exchange of information about developments, trends, and problems in state systems of community/junior colleges.
3. To assist state agencies in carrying out assigned legal responsibilities for community/junior colleges, and to seek ways to improve the competencies of these agencies;
4. To promote coordination and cooperation among the various states in community/junior college matters;
5. To support at local, state, and federal levels, legislation and programs beneficial to community/junior colleges;
6. To cooperate with other organizations having similar goals.

III. MEMBERSHIP

Membership of the Council shall be open to the State Director of Public Community/Junior Colleges or whoever else serves in that capacity. Members shall be entitled to vote in the affairs of the Council. A member of the State Director's staff may substitute for the State Director and vote for the State Director at meetings of the Council if the State Director designates him in a proxy letter sent to the Council Chairperson prior to the meeting.

Honorary memberships may be granted upon majority vote of the membership to persons who have made significant contributions to the Council.

Eligibility for membership shall be determined by the Board of Directors.

Non-members may be placed on the mailing list by application to the Secretary and with the approval of the Board of Directors.

IV. MEETINGS

The Council shall hold regular meetings twice a year, and special meetings upon call of the Board of Directors. Regular meetings shall be held in the spring in connection with the annual meeting of the American Association of Community and Junior Colleges, and in the fall at a time and place to be determined by the Board of Directors.

Upon decision of the Board of Directors, any meeting may be declared an executive session open only to members of the Council.

V. OFFICERS

The officers of the Council shall include a chairperson, a chairperson-elect, a secretary, and a treasurer. Officers shall be elected at the fall meeting of the Council and shall take office upon the adjournment of that meeting with exception of the treasurer, who shall take office at the beginning of the next fiscal year on January 1. The chairperson and chairperson-elect shall serve for a term of one year. The secretary and treasurer shall serve for terms of two years with overlapping terms. In the case of a vacancy in the position of an officer, the chairperson, with the approval of the Board of Directors, may appoint a member to the vacant officer position on an interim basis until the next meeting of the Council, whereupon the membership shall fill the vacancy by election for any remainder of the term. The four officers of the Council are hereby authorized to act for the Council between meetings of the Council and Board of Directors in the conduct of Council business when determined by the Council chairperson. The officers shall report such emergency actions to the next meeting of the Board of Directors.

The Council chairperson shall serve as the presiding officer of all regular and special Council meetings and Council activities including the Board of Directors. The chairperson shall serve as the official spokesman of the Council unless he delegates another member(s) to serve as spokesman before other officials and organizations to present information and recommendations on Council actions. He shall also coordinate activities of the ad hoc program planning and arrangements committee for each meeting of the Council.

The Council chairperson-elect shall serve as presiding officer of Council activities and meetings in the absence of the chairperson. He shall represent the Council at all activities delegated to him by the Council chairperson and perform other official duties requested by the chairperson. The chairperson-elect shall be responsible for supervising publication of the Council newsletter and other special publications.

The secretary shall be the official recorder of all Council meetings and activities, shall maintain the official files of Council records, shall handle all official Council correspondence, shall present written minutes and reports of Council meetings and activities to each Council member, and shall maintain the official Council library of documents that become the property of the Council.

The treasurer shall maintain all financial records of the Council, shall collect and disburse all Council funds, shall invest Council funds, shall prepare annual and periodic financial reports to present to each Council member, and shall make arrangements for an independent audit of Council financial records at the end of each fiscal year. The treasurer shall be bonded by a reliable firm to be paid by the Council. The fiscal year shall begin on January 1 and end on December 31.

VI. BOARD OF DIRECTORS

A Board of Directors for the Council shall be elected from the membership and shall include ten (10) members, including the four Council officers (chairperson, chairperson-elect, secretary, and treasurer), the four chairpersons of the regular Council standing committees (Legislation, Research and Data, Issues and Trends, and Council Activities and Projects), the elected Council representative to the American Association of Community and Junior Colleges, and the past chairperson of the Council. The Council chairperson shall preside at all meetings of the Board of Directors and shall call meetings of the Board. In the absence of the Council chairperson, the Council chairperson-elect shall preside and call meetings.

The Board of Directors shall be responsible for reviewing the need for Council policies and procedures, budgets and financing, membership, council planning, and any other matter of concern on community/junior colleges proposed by a Board member. The Board of Directors shall make recommendations on such items to the Council for action. The Board of Directors of the Council is hereby authorized to act for the Council between meetings of the Council and shall report such actions and recommendations to the next meeting of the Council.

VII. COMMITTEES

The Council shall have four standing committees and two regular ad hoc committees. The four regular standing committees shall be the (1) Legislation Committee, (2) Research and Data Committee, (3) Issues and Trends Committee, and (4) Council Activities and Projects Committee. The two regular ad hoc committees shall be the (1) Nominating Committee and the (2) Ad Hoc Program Planning and Arrangements Committee for each Council meeting.

The chairperson of the four standing committees shall be elected by the Council membership at the fall Council meeting. Such chairperson shall serve for a term of two years with overlapping terms with two chairpersons being elected for regular two-year terms each year. The chairperson of the committee shall appoint a vice-chairperson of the committee from the membership of the committee. In the event of a vacancy of the chairperson of a committee, the vice-chairperson shall preside until the next meeting of the Council whereupon the Council shall elect a chairperson for the remainder of the term.

The Legislation Committee shall review the status of federal and state legislation pertaining to community/junior colleges and shall make recommendations to the Council on any actions to be taken regarding legislation. Members of the Committee, with the approval of the Council, may represent the Council before Federal governmental committees or agencies.

The Research and Data Committee shall review proposals for research studies pertaining to community/junior colleges and shall review proposals for regional and national data collection and management information systems. The Committee shall make recommendations to the Council on periodic research and data reports on community/junior colleges that may be conducted and published by the Council.

The Issues and Trends Committee shall review major issues and trends facing community/junior colleges, shall identify potential solutions and long-range planning for such issues or problems, shall prepare position papers or statements on such issues and trends, and shall make recommendations on such solutions and/or position statements to the Council for action.

The Council Activities and Projects Committee shall review the need for special activities and projects of the Council, shall coordinate the liaison activities of the Council with other organizations and agencies, shall supervise the publication of the Council newsletter with the Council chairperson-elect, and shall make recommendations on such matters to the Council for action.

Each year an ad hoc nominating committee shall be appointed by the Council chairperson to prepare a slate of candidates for any expiring or vacant terms at the fall Council meeting. The nominating committee shall consider geographical distribution and other factors in the recommendation of nominees for Council positions.

For each forthcoming Council meeting, an ad hoc program planning and arrangements committee shall be appointed by the Council chairperson to develop the plans for the meeting activities and to be responsible for all meeting arrangements.

Other ad hoc committees may be appointed by the Council chairperson as needed. The chairperson and vice-chairperson of all ad hoc committees shall be appointed by the Council chairperson.

VIII. AFFILIATION

The Council shall be affiliated with the American Association of Community and Junior Colleges in such a manner as may be mutually advantageous. The Council shall elect a representative to serve on the Board of Directors of the American Association of Community and Junior Colleges for a three-year term.

IX. DUES

Dues, if any, shall be determined by the membership at the fall meeting.

X. AMENDMENTS

The by-laws may be amended at any regular meeting by a two-thirds vote of those members present and voting.

Approved November 10, 1969
Revised November 1, 1973

NCSDCJC

Honorary memberships may be granted upon majority vote of the membership to persons who have made significant contributions to the Council.

Non-members may be placed on the mailing list by application to the Secretary-Treasurer and with the approval of the Executive Committee.

IV. MEETINGS

The Council will hold an annual meeting each year and business meetings as determined.

The annual meeting will be held during the summer. The business meetings will be held during the year at a time and place to be determined by the Executive Committee. Special meetings, if needed, will be called by the Executive Committee in which case the members will be notified by mail at least ten (10) days prior to the meeting.

V. OFFICERS

The officers of the Council shall include a chairman, a chairman-elect, a secretary-treasurer, and a vice-chairman for legislation. Officers shall be elected at the annual meeting of the Council and shall take office upon the adjournment of that meeting. The chairman, chairman-elect, and the vice-chairman for legislation shall serve for a term of one year. The secretary-treasurer shall serve for two years. In the case of a vacancy in the position of an officer, the chairman, with the approval of the Executive Committee, will appoint a member to the vacant officer position on an interim basis until the next meeting of the Council.

The four officers and the immediate past chairman of the Council will serve as the Executive Committee of the Council.

The Council chairman shall serve as the presiding officer of all regular and special Council meetings and Council activities including the Executive Committee. The chairman shall serve as the official spokesman of the Council unless he delegates another member(s) to serve as spokesman before other officials and organizations to present information and recommendations on Council actions.

The Council chairman-elect shall serve as presiding officer of Council activities and meetings in the absence of the chairman. He shall represent the Council at all activities delegated to him by the Council chairman and perform other official duties requested by the chairman. The chairman-elect shall be responsible for supervising publication of the Council newsletter and other special publications. In addition, the chairman-elect will plan the annual meeting.

The secretary-treasurer shall be the official recorder of all Council meetings and activities, shall handle all official Council correspondence, and shall present written minutes and reports of Council meetings and activities to each Council member.

The secretary-treasurer also shall maintain all financial records of the Council, shall collect and disburse all Council funds, shall invest Council funds, shall prepare annual and periodic financial reports to present to each Council member, and shall make arrangements for an independent audit of Council financial records at the end of each fiscal year. The secretary-treasurer shall be bonded by a reliable firm to be paid by the Council. The fiscal year shall begin on August 1 and end on July 31. The official files and records of the Council will be maintained by the American Association of Community and Junior Colleges.

The vice-chairman for legislation shall be responsible for working with AACJC and ACCT in developing and promoting legislation at the federal level and in collecting information relating to state legislation of interest to state directors. The vice-chairman for legislation shall review the status of federal and state legislation pertaining to community and junior colleges and shall make recommendations to the Council on any actions to be taken regarding legislation.

VI. EXECUTIVE COMMITTEE

The Executive Committee for the Council shall be composed of the chairman, chairman-elect, immediate past chairman, secretary-treasurer, and vice-chairman for legislation. The Council chairman shall preside at all meetings of the Executive Committee and shall call meetings of the Committee. In the absence of the Council chairman, the Council chairman-elect shall preside and call meetings.

The Executive Committee shall be responsible for reviewing the need for Council policies and procedures, budgets and financing, membership, council planning, and any other matter of concern on community/junior colleges proposed by a Board member. The Executive Committee shall make recommendations on such items to the Council for action. The Executive Committee of the Council is hereby authorized to act for the Council between meetings of the Council and shall report such actions and recommendations to the next meeting of the Council.

VII. COMMITTEES

Except for the Executive Committee the only other committee will be an ad hoc Nominating Committee. All other committee business of the Council will be conducted by task forces appointed by the chairman for a specific task.

Each year, an ad hoc Nominating Committee shall be appointed by the Council chairman to prepare a slate of candidates for any expiring or vacant terms at the fall Council meeting. The Nominating Committee shall consider geographical distribution and other factors in the recommendation of nominees for Council positions.

VIII. AFFILIATION

The Council shall elect a representative to serve as liaison with AACJC. The representative will be supported by the Council as a candidate for election to the Board of Directors of the American Association of Community and Junior Colleges for a three-year term.

IX. DUES

Dues for Council membership and for Associate membership will be determined by the Council at the Annual Meeting.

X. AMENDMENTS

The bylaws may be amended at any regular meeting by a two-thirds vote of those members present and voting.

Approved November 10, 1969
Revised November 1, 1973
Revised November 7, 1975
Revised July 22, 1983
Revised October 16, 1986

SS-38-7-1-72

Commonwealth of Kentucky

OFFICE OF
SECRETARY OF STATE

DREXELL R. DAVIS
Secretary

FRANKFORT,
KENTUCKY

CERTIFICATE OF INCORPORATION
OF NON-STOCK, NON-PROFIT CORPORATION

I, DREXELL R. DAVIS *Secretary of State of the Commonwealth of Kentucky certify that there has been delivered to my office articles of incorporation of* THE NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES, INC.

The name and address of the registered agent of this corporation is

DR. STANLEY WALL
NAME
102 BRECKINRIDGE HALL, UNIVERSITY OF KENTUCKY, COMMUNITY COLLEGE SYSTEM OFFICE
STREET ADDRESS
LEXINGTON, KENTUCKY 40506
CITY, STATE

NOW, THEREFORE, finding that these articles of incorporation conform to law and that all fees therefore having been paid as prescribed by law, I, DREXELL R. DAVIS, *Secretary of State, issue this Certificate of Incorporation.*

COMMONWEALTH OF KENTUCKY
DEPARTMENT OF CORPORATIONS

Issued this 14th *day of* JANUARY *, 19* 76 *,*

at Frankfort, Kentucky.

Drexell R. Davis
SECRETARY OF STATE

SECRETARY OF STATE

ASSISTANT SECRETARY OF STATE

ORIGINAL COPY
FILED
SECRETARY OF STATE OF KENTUCKY
FRANKFORT, KENTUCKY

JAN 14 1976

Drexell R. Davis
SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
The National Council of State Directors of Community/Junior Colleges, Inc.

The undersigned, The National Council of State Directors of Community/Junior Colleges, Inc. of 102 Breckinridge Hall, University of Kentucky, Community College System Office, Lexington, Fayette County, Kentucky, does hereby establish a nonprofit corporation pursuant to Kentucky Revised Statutes, Chapter 273.

ARTICLE I.
NAME

The name of the corporation shall be The National Council of State Directors of Community/Junior Colleges, Inc.

ARTICLE II.
PURPOSES

The purpose of the corporation shall be the following educational purposes:

To foster the development of the systems of community/junior colleges in the respective states;

To provide a forum for the exchange of information about developments, trends, and problems in state systems of community/junior colleges;

To assist state agencies in carrying out assigned legal responsibilities for community/junior colleges, and to seek ways to improve the competencies of these agencies;

To promote coordination and cooperation among the various states in community/junior college matters;

To support at local, state, and federal levels, legislation and programs beneficial to community/junior colleges;

To cooperate with other organizations having similar goals.

ARTICLE III.

POWERS

Limited only by the purposes of the corporation, and by law, the corporation shall have all powers available to a nonprofit nonstock corporation under the laws of the Commonwealth of Kentucky, which powers shall include: (a) to have perpetual succession by its corporate name unless a limited period of duration is stated in its articles of incorporation; (b) to sue and be sued, complain and defend, in its corporate name; (c) to have a corporate seal and alter it at pleasure, provided, however, that the presence or absence of a corporate seal on or from a writing shall neither add to nor detract from the legality thereof nor affect its validity in any manner or respect; (d) subject to the provisions of KRS 273.383, to purchase, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property, or any interest therein, wherever situated; (e) to sell, convey, mortgage, pledge, lease, exchange, transfer and otherwise dispose of all or any part of its property and assets; (f) to lend money to its employees other than its officers and directors and otherwise assist its employees, officers and directors; (g) to purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge, or otherwise dispose of, and otherwise use and deal in and with, shares or other interests in, or obligations of, other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships or individuals, or direct or indirect obligations of the United States, or of any other government, state, territory, governmental district or municipality or of any instrumentality thereof; (h) to make contracts and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure any of its obligations by mortgage or pledge of all or any of its property, franchises and income; (i) to lend money for its corporate purposes, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested; (j) to conduct its affairs, carry on its operations, and have offices and exercise the powers granted by KRS 273.161 to 273.390 in any state, territory, district, or possession of the United States, or in any foreign country; (k) to elect or appoint officers and agents of the corporation, who may be directors or members, and define their duties and fix their compensation; (l) to make and alter bylaws, not inconsistent with its articles of incorporation or with the laws of this state, for the administration and regulation of the affairs of the corporation; (m) to make donations for the public welfare or for charitable, scientific or educational purposes; and in time of war to make donations in aid of war activities; (n) to indemnify any director or officer or former director or officer of the corporation, or any person who may have served at its request as a director or officer of another corporation in which it owns shares of capital stock or of which it is a creditor, against expenses actually and reasonably incurred by him in connection with the defense of any action, suit or proceeding, civil or criminal, in which he is made a party by reason of being or having been such director or officer, except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty to the corporation; and to make any other indemnification that shall be authorized by the articles of incorporation or bylaws, or resolution adopted after notice to the members entitled to vote; (o) to pay pensions and establish pension plans or pension trusts for any or all of its directors, officers and employees; (p) to cease its corporate activities and surrender its corporate franchise; and (q) to have and exercise all powers necessary or convenient to effect any or all of the purposes for which the corporation is organized.

ARTICLE IV.

DURATION

The corporation shall begin business upon the compliance with the provisions of KRS 273 and shall be perpetual unless sooner dissolved as provided by law.

ARTICLE V.

AGENT AND OFFICE

Until changed as provided by law, the address of the corporation's registered office shall be 102 Breckinridge Hall, University of Kentucky, Community College System Office, Lexington, Kentucky, 40506; and the name and address of the corporation's resident agent shall be Dr. Stanley Wall, Vice President for the University of Kentucky Community College System, 102 Breckinridge Hall, University of Kentucky, Community College System Office, Lexington, Kentucky, 40506.

ARTICLE VI.

STOCK AND PROFITS

There shall be no stock of the corporation, and no part of the income and profits of the corporation shall be distributable to any member, director or officer.

ARTICLE VII.

MEMBERSHIP

Membership of the Corporation, hereafter referred to as the Council, shall be open to the State Director of Public Community/ Junior Colleges or whoever else serves in that capacity. Members shall be entitled to vote in the affairs of the Council. A member of the State Director's staff may substitute for the State Director and vote for the State Director at meetings of the Council if the State Director designates him in a proxy letter sent to the Council Chairperson prior to the meeting.

Honorary memberships may be granted upon majority vote of the membership to persons who have made significant contributions to the Council.

Eligibility for membership shall be determined by the Board of Directors.

Non-members may be placed on the mailing list by application to the Secretary and with the approval of the Board of Directors.

ARTICLE VIII.

BOARD OF DIRECTORS

A Board of Directors for the Corporation, hereafter referred to as the Council, shall be elected from the membership and shall include not more than ten (10) members, including Council officers, the chairpersons of the regular Council standing committees, the elected Council representative to the Board of Directors of the American Association of Community and Junior Colleges, and the past chairperson of the Council. The Council chairperson shall preside at all meetings of the Board of Directors and shall call meetings of the Board. In the absence of the Council chairperson, the Council chairperson-elect shall preside and call meetings.

The Board of Directors shall be responsible for reviewing the need for Council policies and procedures, budgets and financing, membership, Council planning, and any other matter of concern on community/junior colleges proposed by a Board member. The Board of Directors shall make recommendations on such items to the Council for action. The Board of Directors of the Council is hereby authorized to act for the Council between meetings of the Council and shall report such actions and recommendations to the next meeting of the Council.

The initial directors of the corporation include:

(1) Fred L. Wellman, Executive Director
Illinois Community College Board
518 Iles Park Place
Springfield, Illinois 62718

(2) Charles Searle, Executive Director
Regional Community Colleges
1280 Asylum Avenue
Hartford, Connecticut 06105

(3) Charles Donnelly, President
Community College Division
University of Nevada System
405 Marsh Avenue
Reno, Nevada 89502

(4) Stanley Wall, Vice President for Community Colleges
102 Breckinridge Hall
University of Kentucky
Lexington, Kentucky 40506

(5) Dean Lillie, Director for Community Colleges
State Board for Community Colleges & Occupational Education
215 State Services Building
1525 Sherman Street
Denver, Colorado 80203

(6) Lee G. Henderson, Director
Division of Community Colleges
Florida State Department of Education
310 Collins Building
Tallahassee, Florida 32304

(7) George V. Moody, Director
Division of Junior Colleges
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

(8) Sid Brossman, Chancellor
California Community Colleges
1238 S. Street
Sacramento, California 95814

(9) William Dwyer, President
Massachusetts Board of Regional Community Colleges
177 Milk Street, No. 410
Boston, Massachusetts 02109

ARTICLE IX.

OFFICERS

The officers of the corporation, hereafter referred to as the Council, shall consist of a chairperson (president), a chairperson-elect (vice-president), a secretary, and a treasurer. Officers shall be elected at the fall meeting of the Council and shall take office upon the adjournment of that meeting with exception of the treasurer, who shall take office at the beginning of the next fiscal year on January 1. The chairperson and chairperson-elect shall serve for a term of one year. The secretary and treasurer shall serve for terms of two years with overlapping terms. In the case of a vacancy in the position of an officer, the chairperson, with the approval of the Board of Directors, may appoint a member to the vacant officer position on an interim basis until the next meeting of the Council whereupon the membership shall fill the vacancy by election for any remainder of the term. The four officers of the Council are hereby authorized to act for the Council between meetings of the Council and Board of Directors in the conduct of the Council's business when determined by the chairperson. The officers shall report such emergency actions to the next meeting of the Board of Directors.

The Council chairperson shall serve as the presiding officer of all regular and special Council meetings and Council activities including the Board of Directors. The chairperson shall serve as the official spokesman of the Council unless he delegates another member (s) to serve as spokesman before other officials and organizations to present information and recommendations on Council actions. He shall also coordinate activities of the ad hoc program planning and arrangements committee for each meeting of the Council.

The Council chairperson-elect shall serve as presiding officer of the Council's activities and meetings in the absence of the chairperson. He shall represent the Council at all activities delegated to him by the chairperson. The chairperson-elect shall be responsible for supervising publication of the Council newsletter and other special publications.

The secretary shall be the official recorder of all Council meetings and activities, shall maintain the official files of the Council records, shall handle all official Council correspondence, shall present written minutes and reports of Council meetings and activities to each Council member, and shall maintain the official Council library of documents that become the property of the Council.

The treasurer shall maintain all financial records of the Council, shall collect and disburse all council funds, shall invest Council funds, shall prepare annual and periodic financial reports to present to each council member, and shall make arrangments for an independent audit of the Council's financial records at the end of each fiscal year. The treasurer shall be bonded by a reliable firm to be paid by the Council. The fiscal year shall begin on January 1 and end on December 31.

ARTICLE X.

MEETINGS

The Corporation, hereafter referred to as the Council, shall hold regular meetings twice a year, and special meetings upon call of the Board of Directors. Regular meetings shall be held in the spring in connection with the annual meeting of the American Association of Community and Junior Colleges, and in the fall at a time and place to be determined by the Board of Directors.

Upon decision of the Board of Directors, any meeting may be declared an executive session open only to members of the Council.

ARTICLE XI.

LIABILITY

The private property of the directors or any person shall not be liable for the debts and liabilities of the corporation.

IN WITNESS WHEREOF, the undersigned has hereunto set his hand on this the 14th day of January, 1976.

Stanley Wall

The name and address of the incorporator is: Dr. Stanley Wall, 102 Breckinridge Hall, University of Kentucky, Community College System Office, Lexington, Kentucky, 40506.

IN WITNESS WHEREOF, the undersigned has hereunto set his hand on this the 14th day of January, 1976.

Stanley Wall

STATE OF KENTUCKY)
COUNTY OF FAYETTE)

I, Helen H. Holbrook, a notary public, do hereby certify that on this 14th day of January, 1976, personally appeared before me Dr. M. Stanley Wall, who, being by me first duly sworn, declared that he is the incorporator of The National Council of State Directors of Community/Junior Colleges, Inc., that he signed the foregoing document as incorporator of the corporation, and that the statements therein contained are true.

Helen H. Holbrook
NOTARY PUBLIC,

My commission expires 1st day of November, 1976.

National Council of State Directors
of Community - Junior Colleges
Boston, Massachusetts
February 26, 1968

ROSTER OF ATTENDANCE

Name	State	Position
Lee G. Henderson	Florida	Assistant Superintendent, State Department of Education
Philip Helland	Minnesota	Chancellor, Minnesota State Junior College System
William N. Fenninger	New York	Executive Secretary, American Technical Education Association
Jay J. Campbell	Utah	Deputy Superintendent, State Board of Education
Robert O. Hatton	Oregon	Assistant Superintendent, State Department of Education
F. M. Fortenberry	Mississippi	State Supervisor of Junior Colleges
Edward Cohen	New Jersey	Director, Division of Two-Year Colleges
Gerold W. Smith	Illinois	Executive Secretary, Illinois Junior College Board
Bill Banaghan	Iowa	Consultant - Area Schools
Epps Ready	North Carolina	Director, Department of Community Colleges
S. V. Martorana	New York	University Dean, Community and Technical Colleges
William G. Dwyer	Massachusetts	President, Board of Regional Community Colleges
Lucian Lombardi	Connecticut	Director, State Technical Colleges
Theodore Powell	Connecticut	Executive Officer, State Community Colleges
Bernard Shea	Connecticut	Academic Officer, State Community Colleges

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Name	State	Position
William F. Flanagan	Rhode Island	President, Rhode Island State System of Junior Colleges
Richard H. Kosaki	Hawaii	Vice President for Community Colleges
Bilamar Johnson	U.C.L.A.	Professor of Higher Education
Fred L. Wellman	Virginia	Associate Director, Virginia Department of Community Colleges
Rudolph Davidson	Alabama	Director, Division of Research and Higher Education
W. Byron Causey	Alabama	Alexander City Junior College
Lawrence E. Gray	New York	Chief, Bureau of Two-Year Colleges
C. L. Greiber	Wisconsin	Director, State Board of Vocational-Technical Education
Archie L. McPherran	California	Chief, Division of Higher Education
Thomas H. Shea	New York	Associate Director, Higher Education Planning
Leonese Hudspeth	Colorado	State Board of Community Colleges
William B. Coulter	Ohio	Program Officer, Ohio Board of Regents
Carl L. Heinrich	Kansas	State Director, Community Junior Colleges
D. Grant Morrison	Florida	
J. S. Smith	Maryland	Supervisor, Community Colleges
Dana B. Hamel	Virginia	Director of Community Colleges of Michigan
Louis W. Bender	Pennsylvania	Director, Bureau of Community Colleges

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES
MAILING LIST – 1976

STATE	DIRECTOR
Alabama	Dr. Earl Daniel, Director Higher Education Division State Department of Education 546 State Office Building Montgomery, Alabama 36130 Tel: 205/832-3470
Alaska	Dr. Don M. Dafoe Executive Vice President Bunnell Building, Room 104 University of Alaska College, Alaska 99761 Tel: 479-7312
Arizona	Dr. George L. Hall, Executive Director Arizona State Board of Directors of Community Colleges 1535 West Jefferson - Room 123 Phoenix, Arizona 85007 Tel: 602/271-4884
Arkansas	Dr. Tom Spencer Asst. Director for Community Colleges Department of Higher Education 122 National Old Line Building Little Rock, Arkansas 72201 Tel: 501/371-1441
California	Dr. Sidney W. Brossman, Chancellor California Community Colleges 1238 S Street Sacramento, California 95814 Tel: 916/445-8752
Colorado	Dr. F. Dean Lillie Director for Community Colleges and Occupational Education 215 State Services Building 1525 Sherman Street Denver, Colorado 80203 Tel; 303/892-3151
Connecticut	Dr. Searle F. Charles, Executive Director Regional Community Colleges 1280 Asylum Avenue Hartford, Connecticut 06105 Tel: 203/232-4817
Connecticut	Dr. Clinton E. Tatsch, Executive Director Board of Trustees for State Technical Colleges Room 529, State Office Building Hartford, Connecticut 06115 Tel: 203/566-3976
Delaware	Dr. Paul K. Weatherly, President Delaware Technical & Community Colleges P. O. Box 897 Dover, Delaware 19901 Tel: 302/678-4621

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STATE	DIRECTOR
Florida	Dr. Lee G. Henderson, Director Division of Community Colleges Florida State Department of Education 310 Collins Building Tallahassee, Florida 32304 Tel: 904/488-1721
Georgia	Haskin R. Pounds, Assistant Vice Chancellor University System of Georgia 244 Washington Street, S.W. Atlanta, Georgia 30334 Tel: 404/656-2213
Hawaii	Dr. Shiro Amioka, Chancellor for Community Colleges University of Hawaii 2444 Dole Street - Bachman Hall 201 Honolulu, Hawaii 96822 Tel: 808/948-7313
Illinois	Dr. Fred L. Wellman, Executive Director Illinois Community College Board 518 Iles Park Place Springfield, Illinois 62718 Tel: 217/782-2495
Indiana	Richard Gibb, Commissioner, Higher Education 143 Market Street Indianapolis, Indiana 46204
Iowa	Dr. William M. Baley, Assoc. State Superintendent Area Schools and Career Education Branch Department of Public Instruction Grimes State Office Building - Room 203 Des Moines, Iowa 50319 Tel: 515/281-3124
Kansas	Dr. Joe Miller, Director State Department of Education 120 East Tenth Street Topeka, Kansas 66612 Tel: 913/296-3047
Kentucky	Dr. Stanley Wall Vice President for Community Colleges 102 Breckinridge Hall University of Kentucky Lexington, Kentucky 40506 Tel: 606/258-9000
Maryland	Dr. Brent M. Johnson, Executive Director State Board for Community Colleges 307 State Treasury Building Annapolis, Maryland 21404 Tel: 301/267-5597
Massachusetts	Dr. William G. Dwyer, President Mass. Board of Regional Community Colleges 177 Milk Street, #410 Boston, Massachusetts 02109 Tel: 617/727-2876

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STATE	DIRECTOR
Michigan	Dr. Jane Moehle Department of Education P. O. Box 420 Lansing, Michigan 48902 Tel: 517/373-3820
Minnesota	Dr. Philip C. Helland, Chancellor Minnesota State Community Colleges 301 Capitol Square Building St. Paul, Minnesota 55101 Tel: 612/296-3356
Mississippi	Dr. George V. Moody, Director Division of Junior Colleges State Department of Education P. O. Box 771 Jackson, Mississippi 39205 Tel: 601/354-6962
Missouri	Dr. Robert Jacob, Assistant Commissioner Academic and Student Affairs State Department of Higher Education 600 Clark Avenue Jefferson City, Missouri 65101 Tel: 314/751-2361
Nevada	Dr. Charles Donnelly, President Community College Division University of Nevada System 405 Marsh Avenue Reno, Nevada 89509 Tel: 702/784-4021
New Jersey	Dr. Edward D. Goldberg, Director Community College Program Department of Higher Education 225 West State Street Trenton, New Jersey 08625 Tel: 609/292-4470
New Mexico	Bill Witter, Post Secondary Coordinator State Board of Education Finance Legislative Executive Building, #201 Santa Fe, New Mexico 87503 Tel: 505/827-2115
New York	Dr. Cornelius V. Robbins Associate Chancellor for Community Colleges State University of New York 99 Washington Avenue (Twin Towers) Altany, New York 12210 Tel: 518/474-3244
North Carolina	Dr. Benjamin E. Fountain, Jr., State President State Dept. of Community Colleges State Board of Education 194 Education Building Raleigh, North Carolina 27611 Tel: 919/829-7051

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STATE	DIRECTOR
Ohio	Dr. Max J. Lerner Vice Chancellor for Two-Year Colleges Ohio Board of Regents 30 East Broad Street Columbus, Ohio 43215 Tel: 614/466-5810
Oklahoma	Dr. E. T. Dunlap, Chancellor State Regents for Higher Education P. O. Box 53383 500 Education Building Oklahoma City, Oklahoma 73105 Tel: 405/521-2444
Oregon	Carrol deBroekert Assoc. Superintendent for Community Colleges Oregon Board of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310 Tel: 503/378-8609
Pennsylvania	Joseph E. Bruno, Coordinator of Community Colleges Pennsylvania Department of Education Box 911 Harrisburg, Pennsylvania 17126 Tel: 717/787-1790
Rhode Island	Dr. William F. Flanagan, President President of Rhode Island Junior College 400 East Avenue Warwick, Rhode Island 02886 Tel: 401/825-2188
South Carolina	Executive Director State Board for Technical & Comprehensive Education 1429 Senate Street Columbia, South Carolina 29201 Tel: 803/758-3171
Tennessee	Dr. Wray Buchanan, Vice Chancellor for Academic Affairs State Board of Regents (State Univ. & Community College System) 1161 Murfreesboro Road Nashville, Tennessee 37217 Tel: 615/741-4821
Texas	Dr. Stanton C. Calvert, Director of Community College Programs Coordinating Board, Texas College and University System P. O. Box 12788, Capitol Station Austin, Texas 78711 Tel: 512/475-3413
Utah	Dr. Leon R. McCarrey, Assoc. Commissioner Utah State Board of Regents 136 East South Temple - Suite 1201 Salt Lake City, Utah 84111 Tel: 801/328-5617

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STATE	DIRECTOR
Virginia	Dr. Dana B. Hamel, Chancellor Virginia Community College System P. O. Box 1558 Richmond, Virginia 23212 Tel: 804/786-2231
Washington	Mr. John C. Mundt, Executive Director State Board for Community College Education P. O. Box 1666 - 319 7th Avenue Olympia, Washington 98504 Tel: 206/753-2000
West Virginia	Dr. Ben Morton, Chancellor West Virginia Board of Regents 1316 Charleston National Plaza Charleston, West Virginia 26301
Wisconsin	Eugene Lehrmann, State Director Board of Vocational-Technical & Adult Education 4802 Sheboygan Avenue - 7th Floor Madison, Wisconsin 53702 Tel: 608/266-1770
Wyoming	Mick Snapp, Acting Executive Secretary Community College Commission Boyd Building - 5th Floor 1720 Carey Cheyenne, Wyoming 82001 Tel: 307/777-7764
Puerto Rico	Dr. Herman Sulsona Chancellor of Regional Colleges University of Puerto Rico University Station, Box 21850 Rio Pedros, Puerto Rico 00931 Tel: 763-1600

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

Mailing List
January 1, 1985

Alabama

Dr. Charles Payne, Chancellor
Alabama State Department of
Postsecondary Education
817 S. Court St., Suite 203
Montgomery, Alabama 36130
Tel: 205-834-2200

Alaska

Alvin S. Okeson, Interim Chancellor
Community Colleges, Rural Education &
Extension
University of Alaska
3605 Arctic Blvd. #420
Anchorage, Alaska 99503
Tel: 907-564-3327

Arizona

Dr. Wayne McGrath, Executive Director
State Board of Directors for Community
Colleges of Arizona
1937 W. Jefferson, Bldg. A
Phoenix, Arizona 85009
Tel: 602-255-4037

Arkansas

Dr. Tom Spencer, Deputy Director
Department of Higher Education
1301 W. Seventh Street
Little Rock, Arkansas 72201
Tel: 501-371-1441

California

Gerald C. Hayward
Office of the Chancellor
1238 S Street
Sacramento, California 95814
Tel: 916-322-4005

Colorado

James F. Weber, Director
Community Colleges
Colorado State Board of Community
Colleges and Occupational Education
Room 221, Centennial Building
1313 Sherman Street
Denver, Colorado 80203
Tel: 303-866-3151

Connecticut

Mr. Andrew C. McKirdy, Executive Director
Regional Community Colleges
61 Woodland Street
Hartford, Connecticut 06105
Tel: 203-566-8760

NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

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Connecticut
Dr. Lewis Hyde, Executive Director
Board of Trustees for State Technical Colleges
61 Woodland Street
Hartford, Connecticut 06105
Tel: 203-566-3976

Delaware
Dr. John R. Kotula, President
Delaware Technical & Community College
P.O. Box 897
Dover, Delaware 19901
Tel: 302-736-4621

Florida
Clark Maxwell, Jr., Executive Director
Division of Community Colleges
Florida State Department of Education
310 Collins Building
Tallahassee, Florida 32301
Tel: 904-488-1721

Georgia
Haskin R. Pounds, Vice Chancellor
Research and Planning
University System of Georgia
244 Washington Street, S. W.
Atlanta, Georgia 30334
Tel: 404-656-2213

Hawaii
Joyce Tsunoda
Chancellor for Community Colleges
University of Hawaii
2327 Dole Street
Honolulu, Hawaii 96822
Tel: 808-948-7313

Illinois
Dr. David R. Pierce
Executive Director
Illinois Community College Board
509 South Sixth Street
Springfield, Illinois 62701
Tel: 217-785-0011

Indiana
George B. Weathersby, Commissioner
Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46202
Tel: 317-232-1900

Iowa
Dr. William M. Baley, Associate State Supt.
Area Schools & Career Education Branch
Department of Public Instruction
Grimes State Office Building - Room 203
Des Moines, Iowa 50319
Tel: 515-281-3575

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

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Kansas

Dr. Sam Newland, Director
Postsecondary Administration
State Department of Education
120 E. Tenth Street
Topeka, Kansas 66612
Tel: 913-296-3047

Kentucky

Dr. Charles Wethington, Chancellor
Community College System
102 Breckinridge Hall
University of Kentucky
Lexington, Kentucky 40506
Tel: 606-257-8607

Maryland

Dr. James D. Tschechtelin
Executive Director
State Board for Community Colleges
The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401
Tel: 301-269-2881

Massachusetts

Dr. John B. Duff, Chancellor
Board of Regents of Higher Education
McCormack Building, Room 619
1 Ashburton Place
Boston, Massachusetts 02108
Tel: 617-727-7785

Michigan

James Folkening, Supervisor
Community College Services Unit
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
Tel: 517-373-3360

Minnesota

Dr. Gerald Christenson, Chancellor
Minnesota Community College System
301 Capitol Square Building
550 Cedar
St. Paul, Minnesota 55101
Tel: 612-296-6947

Mississippi

Dr. George V. Moody, Director
Division of Junior Colleges
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
Tel: 601-359-3520

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

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Missouri

Dr. Aphrodite Brough, Associate Director
Academic Affairs Missouri Department of
Higher Education
600 Monroe
Jefferson City, Missouri 65101
Tel: 314-751-2361

New Hampshire

Mr. Charles Green, Chief
Division of Postsecondary Education
163 Loudon Road
Concord, New Hampshire 03301
Tel: 603-271-2722

New Jersey

Dr. Narcisa A. Polonia Jones 2/4/85
~~Dr. Rupert A. Jemmot~~t, Director
Office of Community College Programs
Department of Higher Education
225 W. State Street
P.O. Box 1293
Trenton, New Jersey 08625
Tel: 609-292-4470

New Mexico

Theodore F. Martinez, Assistant Executive Secretary
Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503
Tel: 505-827-8300

New York

Dr. Cornelius V. Robbins
Associate Chancellor for Community Colleges
State University of New York
State University Plaza, T-705
Albany, New York 12246
Tel: 518-473-1849

North Carolina

Robert W. Scott, State President
State Department of Community Colleges
194 Education Building
Raleigh, North Carolina 27611
Tel: 919-733-7051

Ohio

Dr. William W. Miller
Administrator, Two-Year Campuses
Ohio Board of Regents
30 East Broad Street
Columbus, Ohio 43215
Tel: 614-466-5810

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

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Oklahoma
Dr. Joe Leone, Chancellor
State Regents for Higher Education
500 Education Building
Oklahoma City, Oklahoma 73105
Tel: 405-521-2444

Oregon
Dr. Robert E. Hamill
Associate Superintendent for Community Colleges
Oregon Board of Education
700 Pringle Parkway
Salem, Oregon 97310
Tel: 503-378-8549

Pennsylvania
Dr. Warren D. Evans
State Director, Community Colleges
Chief, Division of Postsecondary Education Svcs.
Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
Tel: 717-783-6770 or 783-8228

Rhode Island
Edward J. Liston, President
Community College of Rhode Island
400 East Avenue
Warwick, Rhode Island 02886
Tel: 401-825-2188

South Carolina
G. William Dudley, Executive Director
State Board for Technical & Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210
Tel: 803-758-6915

Tennessee
Dr. Bert Bach
Vice Chancellor for Academic Affairs
State Board of Regents
State University and Community College System
1161 Murfreesboro Road
Nashville, Tennessee 37217
Tel: 615-741-4821

Texas
Dr. David T. Kelly, Assistant Commissioner for Community Colleges and Continuing Education
Coordinating Board, Texas College and University System
P.O. Box 12788, Capitol Station
Austin, Texas 78711
Tel: 512-475-3413

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NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES

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Utah

Dr. Don A. Carpenter, Associate
Commission for Planning
Utah State Board of Regents
807 E. South Temple
Salt Lake City, Utah 84102
Tel: 801-533-5617

Virginia

Dr. Johnas F. (Jeff) Hockaday, Chancellor
Virginia Community College System
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1985

CHAIRMEN

Prior to 1966 either S. V. Martorana or Grant Morrison usually presided.

1966 - James L. Wattenbarger, Florida
1967 - S. V. Martorana, New York
1968 - Richard Kosaki, Hawaii
1969 - Lou Bender, Pennsylvania
1970 - Al Canfield, Washington
1971 - S. V. Martorana, New York
1972 - Lee G. Henderson, Florida
1973 - Dana Hamel, Virginia
1974 - Philip C. Helland, Minnesota
1975 - F. Dean Lillie, Colorado
1976 - Fred Wellman, Illinois
1977 - Searle F. Charles, Connecticut
1978 - Stanley Wall, Kentucky
1979 - Tom Sppencer, Arkansas
1980 - George V. Moody, Mississippi
1981 - Max J. Lerner, Ohio
1982 - Cornelius V. Robbins, New York
1983 - William C. Witter, New Mexico
1984 - David T. Kelly, Texas
1985 - David R. Pierce, Illinois
1986 - Charles T. Wethington, Jr., Kentucky
1987 - Andrew C. McKirdy, Connecticut
1988 - Don A. Carpenter, Utah
1989 - James Tschechtelin, Maryland
1990 - Robert W. Scott, North Carolina
1991 - Earl Hale, Washington
1992 - Dale Campbell, Texas

NATIONAL COUNCIL of
STATE DIRECTORS of COMMUNITY COLLEGES

Reporter

COORDINATED BY THE UNIVERSITY OF FLORIDA / FLORIDA STATE UNIVERSITY
CENTER FOR STATE AND REGIONAL LEADERSHIP UNDER A GRANT FROM THE W. K. KELLOGG FOUNDATION

VOLUME 1 / NUMBER 1 JUNE, 1972

This newsletter results from the desire of the National Council of State Directors of Community Colleges for a periodical to report on information of common interest. The publication of quarterly editions has been undertaken jointly by the University of Florida and The Florida State University with support by the W. K. Kellogg Foundation. This first issue responds to expressed wishes of numerous State Directors for synopses of recent state legislation affecting community colleges and contains material submitted by state offices.

GOVERNANCE AND ORGANIZATION

STATE-LEVEL: California – SB 1019 gave the Board of Governors of the California Community Colleges certain duties and functions formerly assigned to the Superintendent of Public Instruction. It also provided for the augmentation of the state share of capital outlay projects when bids exceed original estimates. **Connecticut** – PA 194 (1972) directed the Commission for Higher Education to prepare a five-year master plan to cover: (1) goals for the State system of higher education, (2) number and location of colleges, (3) role and scope of each unit, (4) distribution of enrollment, (5) facilities utilization and projected facilities needs, (6) program distribution and revision, (7) improved educational opportunities and the role of new media and technologies, and (8) the transfer of students between institutions and programs. **Maryland**: 1972 amendments required the Maryland Council for Higher Education to: (1) coordinate the growth and overall development of higher education, (2) investigate and evaluate the needs for undergraduate, graduate, adult education, professional and technical training, research facilities, and to present plans and recommendations for major alterations in existing programs or facilities, (3) recommend all new degree programs at the doctoral, masters, baccalaureate, and associate levels, (4) set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students transferring between institutions, (5) develop plans and programs for inter-state and regional cooperation and reciprocal agreements in higher education, and (6) study and make recommendations on the coordination of Federal and State support of higher education.

Missouri – HJR 65 provided for a voter referendum on a constitutional amendment to establish, among others, departments of elementary and secondary education and of higher education. **Montana** – Re-codification of school laws in 1971: placed all community colleges under the State Board of Regents (RCM 75-8103); required approval of the Legislature, upon recommendation of the Regents, for establishing a new community college district (RCM 75-8112); and gave budget approval to the Regents for community college districts. **North Carolina** – In consolidating institutions of higher learning the General Assembly made the State Board of Education the sole authority for administering and supervising, at the State level, the technical institute community college system, and for regulating the granting of awards and degrees. **Oregon** – Comprehensive definitions and policies for community colleges, to include such guidance as institutional role, scope of instruction, services, establishment, financing policy, and tuition, were incorporated into law. **Tennessee** – HB 1744 established a State University and Community College System with a State Board of Regents responsible for government, management, and control. When activated the Board shall be empowered, among other things, to: select and employ the chief executive officers of institutions, confirm the appointment of all employees and to fix their salaries and terms of office, prescribe curricula and requirements for diplomas and degrees, approve operating and capital budgets, establish policies and regulations on campus life, receive donations on behalf of institutions, and to hold title to institutional property.

Virginia – HB 817 established within the Governor's office a Secretary of Education to be responsible to the Governor for the State Department of Education, State Council of Higher Education, Education Assistance Authority, Virginia Commission on Higher Education Facilities, Advisory Council on Telecommunications, Department of Community Colleges, State-supported institutions of higher education, Virginia State Library, and Virginia College Building Authority. **Washington** – A Legislative Council was formed late in 1971 to promote unity in legislative advocacy among faculty, students, administrators, trustees, and the State Board. The State Board has noted that almost the entire program of community college legislation was enacted and that the evidence of unity in the system was sufficiently strong to elicit favorable comment from key legislators. **West Virginia** – Proposed legislation to create a State system of community colleges failed to pass, although authority had previously been granted the Regents to convert seven branch and State colleges into community colelges. Opposition came from legislators, some of whom felt that the Regents already had the authority to establish these colleges, and from secondary education officials and from students and others associated with college branches to be affected (SREB Release). **Wisconsin** – Laws of 1971 merged the University of Wisconsin and the State University system. They also included a mission statement for the vocational, technical and adult education system: "The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level." Collegiate transfer programs in such institutions were limited to more than 25 percent of the credit hours offered.

SPECIAL STUDIES **Hawaii** – SR 194 requested the University of Hawaii to develop a viable plan to integrate the community college vocational-technical offerings into the University System by providing for maximum transfer of credits as electives in baccalaureate programs, to remove possible barriers to the transferability of all community college credits, and to report progress to the Legislature before the 1973 session. **Missouri** – HCR 12 (76th Assembly) established a joint committee of the General Assembly to study the entire field of junior colleges with special attention to the need for additional colleges, greater funding, and the revision of present laws. **Virginia** – A General Assembly Commission on Higher Education was created in 1972 to study the coordination and financing of higher education in the State and to report to the General Assembly by November 1, 1973 (superseded a bill to study the feasibility of an overall Board of Higher Education to replace the State Council of Higher Education, The State Board for Community Colleges, and the governing boards of state colleges and and universities).

DISTRICT-LEVEL: **Illinois** – PL 77-1822 required all of the State to be in a junior college district by July 1, 1974. Non-junior college areas can either annex themselves to an existing district or form a new one. Where local action is not begun by July 1, 1972 territorial assignment will be made by the Illinois Junior College Board. The law also doubles the population (new-60,000) and assessed valuation (new $150 million) required for organizing a new district. **Montana** – 1971 laws restricted community colleges from granting baccalaureate degrees (RCM 75-8126) and permitted community college districts to annex elementary districts (RCM 75-8125). **New Jersey** – The Legislature is acting upon a bill (passage expected) changing the County College Act and the Junior College Act to replace the term "county college" with "community college" and, among other updating, to allow the Board of Higher Education to approve a community college program which exceeds two years beyond high school (mainly programs with clinical internships). The latter provision is not intended to extend the two-year colleges beyond their basic mission. **North Carolina** – Legislation was adopted which authorized county commissioners to levy taxes for operating technical institutes and community colleges without the voter approval previously required. **Texas** – SB 683 recognized that "public junior colleges are in fact comprehensive community colleges" and provided permissive legislation to change to "community college" all colleges and districts known as "junior colleges" or districts." Another 1971 bill (HB 1351) authorized junior college boards "to establish and operate branch campuses, centers, or extension facilities, without regard to geographical bounds of the junior college districts." However, such centers must have the approval of the appropriate state educational agency, be within the role and scope of the community college, and must not duplicate courses offered by community college in an existing district.

FINANCIAL SUPPORT

OPERATING FUNDS: **Florida** – The 1972 Legislature adopted a general appropriations bill which included $110.9 million for state community colleges, an increase of $20.6 million (SREB Release). **Georgia**– SB 345 amended the Junior College Act of 1958 to change payment by the Regents to qualifying junior colleges not a part of the University System from $400 to $500 per nine-month academic year for each FTE student. The 1972-73 budget also included $400 thousand in start-up expenses for six new junior colleges (SREB Release). **Missouri** – SB 384 (76th Assembly) raised the basic formula from $320 per each 24 semester hours generated in a fiscal year (one FTE) to $400, or 50 percent of per capita operating costs, whichever is less. The sum of $320 was set as the minimum. **Montana** – The 1971 Legislature prescribed that the annual general fund budget of a community college district would be financed in this order: (1) mandatory three mill levy on the district, (2) estimated revenue from student tuition during the school year, and (3) State appropriation of the difference between the total of the foregoing revenues and the annual general fund budget amount (RCM-8128). A community college district was empowered to levy a one mill tax to support its adult education program with approval from the superintendent of public instruction (RCM 75-8129). The community college board of trustees was authorized to adopt a general fund budget in excess of the one funded by the Legislature if approved by district voters.

New Jersey – A revised law under legislative consideration (and expected to pass) would raise the present maximum State support level for community college operating costs from $600 per equated full-time student to an average of $700 per FTE student. Funds would then be distributed on a differentiated basis of $650 for general, liberal arts, and business programs, $800 for technological programs, and $950 for health-related programs. This method would aid colleges in implementing high-cost programs, rather than discourage them from doing so. **New Mexico** – HB 55 authorized the Board of Educational Finance to budget $325 for each FTE student and permitted a levy of not to exceed three mills for construction and purchase or lease of facilities and equipment, the reduction of tuition rates, and for special community service programs. **North Carolina** – The 1971 General Assembly appropriated an increase of $35.7 million for the 1971-73 biennium for the technical institute-community college system. **Maryland** – Special State aid was granted small enrollment, low population community colleges by SB 475. The State's share of current operating expenses was set at $875 maximum (up from $700) for institutions of less than 500 FTE students in counties of less than 50,000 population and regions of less than 100,000 population. **Tennessee** – The nine community colleges received $10.2 million in appropriated funds. The increase of $2.6 million was attributable largely to the three campuses just beginning operation (SREB Release).

Virginia – For the 1972-74 biennium the General Assembly increased maintenance and operating funds for all of higher education by approximately 40 percent and tripled capital outlay.

CAPITAL PROJECTS: **California** – SB 168 provided for a vote, as part of the November 1972 general election, on the issuance of $160 million in state bonds for community college capital outlay. **Maryland** – HB 346 created a State debt of $10 million for supplementing the construction costs of public junior or community college buildings and facilities. **New Mexico** – The State Educational Institutions Library Bond Act (HB 59) provided for a $2 million bond issue each year, 1973 through 1977, for the improvement of library holdings at four-year and two-year institutions. The Vocational Capital Improvement Act (SB 43) created a fund to build facilities at both the high school and post-secondary level. The sum of $1.25 million was appropriated. **Nevada** – Assembly Bill 459 established the Higher Education Capital Construction Fund to be financed through Federal government rebate to the State of 80 percent of the slot machine tax. Five million dollars will be made available yearly to the fund, $3.938 million being earmarked the first year for the three community colleges. **Oklahoma** – A community college board of trustees was authorized to construct a building for use as a social and recreational center and issue revenue bonds to pay the cost of its construction, equipping, and furnishing. **Virginia** – Capital outlay funds for the 1972-74 biennium will provide new campuses at Melfa (Eastern Shore Community College), Virginia Beach (Tidewater Community College), and at Manassas and Loudon County (Northern Virginia Community College). Funds were appropriated for buildings containing student lounges, classrooms, and learning resource centers at Blue Ridge, Central Virginia, John Tyler, Southwest Virginia, and Thomas Nelson Community Colleges. Patrick Henry Community College received allocations for a maintenance building and an auditorium-classroom building. Planning funds were made available for Virginia Western Community College. **Washington** – Early in 1972 the Legislature passed a referendum bill proposing issuance of $50 million in State bonds for the construction and improvement of community college facilities. If accepted at the November general election these funds will give partial relief to capital funding problems.

CHARGEBACK: **New Jersey** – Revision of basic law now under legislative consideration (and expected to pass) would establish a uniform chargeback fee for all community colleges, would permit the Board of Higher Education to set differential premiums for chargeback support of high-cost or high-priority programs, and would require the Department of Higher Education to act as a clearing house for collecting and disbursing chargeback support.

A $200 per FTE capital chargeback cost would be imposed on the student's county of residence, and a student dismissed from a New Jersey community college would be ineligible for chargeback assistance for one year.

CONTRACTS: Connecticut – PA 140 authorized the Commission for Higher Education to contract with independent colleges and universities for programs, facilities, and services to promote educational activities for mutual benefit.

SPECIAL STUDIES: Washington – A Senate Floor Resolution directed the State Board for Community College Education, the Council on Higher Education, and the Joint Committee on Higher Education to study arrangements with other states for reciprocal waiver of out-of-state tuition.

SALARY AND BENEFITS

SALARY: Georgia – The University System received a 7.5 percent salary increase for both academic and nonacademic employees for the 1972-73 fiscal year (SREB Release). **Maryland** – The Legislature provided no major expansion in the number of instructors at institutions of higher education, and no salary increases (SREB Release).

Washington – The united-educator legislative program recommended a 10 percent salary increase for community college employees. Effective September 1, all public employees will receive a 3 percent raise.

INSURANCE: Illinois – SB588 (1971) authorized a junior college to purchase insurance protection for "its officers and employees and their dependents, including but not limited to retirement and annuities, medical, surgical, and hospital benefits, in such types and amounts as shall be determined by the board for the purpose of aiding in securing and retaining the services of competent employees . . . the term 'dependent' means an employee's spouse and any unmarried child (1) under the age of 19 years . . . , or (2) under the age of 23 who is enrolled as a fulltime student." **Virginia** – The 1972 Appropriations Act provided for State payment of health insurance for employees (but not for families), individuals covered by other employer-paid contracts not being eligible to participate.

LIABILITY PROTECTION: Connecticut – Legislation providing that trustees and employees shall be held harmless in cases of negligence was extended (PA201) to cover "any other acts resulting in any injury," the intent being to protect trustees in instances alleging violation of civil rights, for which trustees are subject to personal liability. **Washington** – SB 128 provided the protection sought by community colleges for their employees, trustees, and board members. It waives liability for actions taken in fulfillment of professional responsibilities and requires that judgements and costs arising from liability suits be paid from the state general fund.

RETIREMENT: Georgia – HB 1262 authorized teacher aides and paraprofessional personnel to become members of the Teachers' Retirement System. HB 1184 permits members of the Teachers' Retirement System with 35 years or more of creditable service to qualify for retirement regardless of age. **Washington** – The united legislative program asked for full funding of the Teachers' Retirement System, and increase in the contribution rate for TIAA/CREF, and greater comparability between the Public Employees Retirement System and Teachers' Retirement (the gap has been growing). While these aims were not attained, cost-of-living increases for Teachers' Retirement were enacted (SB 206).

TENURE: California – SB 696 revised the statutes concerning tenure for community college certificated staff members. It removed proceedings from the Superior Court and provided alternatives for hearing procedures, as well as methods for dismissal and sanctions alternatives for first, second, and third consecutive years of employment. It also provided for evaluation of tenured certificated personnel once every three years.

SPECIAL STUDIES: Georgia – SR 394 created a Senate Committee on Teacher Retirement to study any matter relating to teacher retirement and in particular the cost involved with the retirement of teachers with 35 or more years of teaching experience. **Washington** – A House Floor Resolution involved the State Board for Community College Education in a study of the use of out-of-state-comparisons in determining faculty salary requests and of district policies on faculty salaries. HFR 43 provided for a study of the feasibility and benefits of state-wide salary schedules for community college employees.

STUDENT AFFAIRS

TUITION: Connecticut – The Commission on Higher Education was directed (SA 37) to develop a plan by which students in state colleges could defer payment of up to 50 percent of tuition charges in each semester. PA 249 waived 50 percent of tuition charges for Vietnam veterans attending public colleges in the State. **North Carolina** – The 1971 General Assembly specified that "tuition for students who are nonresidents of the State and who are enrolled in institutions in the community college system shall be $400 a year for the academic year beginning in or about September 1972, and for all academic years therafter." **Texas** – SB 1036 established a minimum tuition fee of $25 for resident students at public junior colleges (junior colleges had felt that the minimum fee of $50 imposed on state senior colleges threatened the well-being of their part-time programs). **Virginia** – The 1972 Appropriations Act increased tuition fees from $180 to $225 for a three-quarter academic year for Virginia residents effective with the summer quarter.

FINANCIAL AID: Connecticut – Previous legislation restricting eligibility for the state scholarship program was amended (PA 200) so that "a student shall be eligible for financial assistance at any stage of post-secondary study and may continue to receive such aid if otherwise eligible, upon transfer to another educational institution." Eligibility was also extended to part-time students. **Maryland** – Authority was extended for students under 21 to execute agreements with respect to scholarships, loans, tuition fee grants, and remission of fees under Federal and institutional loan programs (HB 919). **New Mexico** – A Senate Joint Memorial requested the Department of Education to direct public secondary schools to inform twelfth grade students on loans available under the Student Loan Act and also directed student loan officers at each institution to make information on these loans available upon request. Another Senate Memorial requested the Board of Educational Finance to establish tuition scholarships at State institutions for children of State employees killed in the line of duty.

Virginia – The 1972 Appropriations Act limited scholarships or loans in the Act to $225 at community colleges and to a net of $300 per year at four-year institutions. It also included $500 thousand for the biennium for community college student aid. SB 486 created the Virginia Educational Loan Authority for use by students attending either public or private institutions. Several bills provided for special financial aid for students enrolled in dental hygiene, nursing, and law enforcement.

STUDENT RECORDS: Maryland – SB 460, amending an existing law on the confidentiality of records, stipulated that student records be held in confidence by institutional custodians with the exception that they will be open to examination by the State Department of Education.

MAJORITY: California – AB 2887 lowered the legal age of majority from 21 to 18 (a Court interpretation could allow all students over 18 to establish their own residence, thus affecting residency requirements for many community college students). **Georgia** – SB 11 lowered the age of majority to 18 and provided that its provisions were not to be construed as limiting the power of the Board of Regents and the institutions of the University System to adopt and enforce rules and regulations. The Act also provided for determining residence for tuition and fee purposes by connection with the residence of parents providing regular support. **Virginia** – A package of House bills amended laws dealing with consent and permission and those relating to professions, employment and jobs, so as to lower the age of majority to 18. **West Virginia** – The 1972 Legislature granted full adult status to persons 18 years of age or older. In loco parentis rules of educational institutions were expected to be affected (SREB Release).

STUDIES: Washington – SFR 51 required a study of the feasibility of student representation on tenure review committees, with a report prior to the 1973 session of the Legislature. HFR 14 directed a study of the State student loan program.

GENERAL

ORDER AND SAFETY: Georgia– HB 1277 (1972) authorized the chief executive officer of any unit of the University System or of the public schools, or his delegate, to direct outsiders either committing an act likely to interfere with the peace or present for the purpose of committing such an act, to leave. North Carolina – The General Assembly authorized and empowered the boards of trustees of technical institutes and community colleges to make additional rules and regulations and to adopt additional ordinances with respect to the use of the streets, roads, alleys, and driveways of their institutions. Trustees may establish a system of fines for violations and may enforce collection. Funds thus obtained will be retained by institutions and expended by the trustees. Oregon – The 1971 Legislature empowered the local board to regulate traffic and parking within campus boundaries, and to enter into related agreements with local law enforcement agencies. Virginia – SB 202 (1972) made it a misdemeanor to fail to leave the premises of an educational institution, public or private, when directed to do so.

OPEN MEETINGS: Georgia – HB 1285 (1972) provided for open meetings by State entities where official actions are to be taken. Several types of meetings were excepted, such as real estate acquisitions and personnel matters.

INSTRUCTION: California – AB 2022 authorized the deductible amount of fire insurance in community college districts to exceed the former limit of $1,000. AB 603 authorized community college governing boards to impose a fee, not to exceed $1, for services relative to adding or dropping a class any time after two weeks from commencement of instruction in any term, except for changes initiated or required by the college. Hawaii – SR 22 resolved that the University of Hawaii "consider making the Senior Citizens Program a more integral part of the Community College System" and is requested to work with the Commission on Aging "in making available educational facilities throughout the State for use by the senior citizens." New Mexico – House Joint Memorial 1 (1972) urged Regents to move to strengthen undergraduate instruction and to use more senior faculty members in the instruction of undergraduate classes.

TERM PAPERS: Maryland – SB 870 (1972) prohibited for sale the preparation, research or writing of dissertations, term papers, essays or other reports intended for submission to an educational institution in the State for fulfillment of course, degree, diploma, or certificate. Provisions do not extend to persons offering instruction, counseling or tutoring or to persons who are offering typographical services or reproduction of a manuscript.

APR 17 1979

National Council of State Directors of Community/Junior Colleges

NCSDCJC NEWSLETTER 1979 No. 1 April 12, 1979

NCSDCJC SPRING MEETING TO BE HELD ON APRIL 29-30 IN CHICAGO AT AACJC

NCSDCJC Chairman Tom Spencer (Arkansas) has announced the plans for the spring meeting of the National Council of State Directors of Community/Junior Colleges to be held at the Conrad Hilton Hotel in Chicago, Illinois in conjunction with the annual convention of the American Association of Community and Junior Colleges on April 29 - May 2, 1979.

The regular NCSDCJC spring business meeting is scheduled for Monday afternoon, April 30, from 3:30 to 5:00 p.m. in Private Dining Room #1 of the Conrad Hilton Hotel. Agenda items include routine business reports, discussion of summer workshop plans, discussion of the Council financial status, and several presentations on community college matters.

The NCSDCJC Executive Committee will meet from 3:30 to 4:30 p.m. on Sunday afternoon, April 29 in Private Dining Room #1 of the Conrad Hilton Hotel. Any NCSDCJC member is invited to attend the Executive Committee session which is designed to discuss various business matters including plans for the spring business meeting, summer workshop, fall meeting, and functioning of NCSDCJC committees in addition to the Council financial status.

AACJC Forum #26 entitled "State Legislation and Its Impact on the Community College Image" is scheduled for Tuesday morning, May 1, from 9:00 to 10:15 a.m. in the Beverly Room of the Conrad Hilton Hotel. This Forum is sponsored by NCSDCJC and will include presentations by Bill Craig (California) and Marty Martorana (Penn State University) with Joe Bruno (Pennsylvania) serving as recorder. State directors are encouraged to attend other AACJC activities during the convention which begins on Sunday, April 29, and concludes on Wednesday, May 2.

The following schedule summarizes the activities sponsored by NCSDCJC:

Sunday afternoon, April 29 3:30 - 4:30 p.m.	-- NCSDCJC Executive Committee Meeting Private Dining Room #1 - Conrad Hilton Hotel
Monday afternoon, April 30 3:30 - 5:00 p.m.	-- NCSDCJC Spring Business Meeting Private Dining Room #1 - Conrad Hilton Hotel
Tuesday morning, May 1 9:00 - 10:15 a.m.	-- AACJC Forum #26 on State Legislation and its impact on the community college image. Beverly Room - Conrad Hilton Hotel

Items from NCSDCJC 1978 Fall Meeting in Washington, D.C.

NCSDCJC Secretary George Moody (Mississippi) distributed in December the materials from the NCSDCJC Fall meeting in Washington, D.C. on December 6, 1978 which was held in conjunction with the AACJC Federal Affairs Workshop on December 6-8. Included among the materials distributed by George Moody were the proceedings of the December 6 NCSDCJC meeting, the NCSDCJC membership roster as of December 6, the NCSDCJC financial statement as of December 1, 1978, the NCSDCJC resolution on the VEDS (Vocational Education Data System) Federal reporting system, and information on membership in the American Vocational Association. If you did not receive these items, please contact George Moody.

NCSDCJC Summer Workshop on July 1-3 in Raleigh, North Carolina

Tom Spencer and Kay Barber (North Carolina) have announced the preliminary plans on the NCSDCJC summer workshop to be held in Raleigh, North Carolina starting on Sunday evening, July 1, 1979 and ending at noon on Tuesday, July 3. Further information on the summer workshop may be presented at the April 30 NCSDCJC business meeting in Chicago.

Personnel Notes on State Directors

John Terrey has been appointed as the Executive Director of the Washington State Board for Community College Education (replacing John Mundt. He had been the Board's deputy director since 1969. Larry J. >Blake (former president of community colleges in British Columbia and Montana) has been appointed president of the North Carolina State Department of Community Colleges (replacing Ben Fountain). Haskin Pounds has been promoted to Vice Chancellor for Planning with the Board of Regents of the University System of Georgia and does not know if he will continue to coordinate the junior college program in Georgia in his new position. Stanton Calvert, former director of the Division of Community Colleges and Continuing Education with the Coordinating Board for the Texas College and University System, has been named vice president and assistant to the president at Grayson County College in Texas. A retirement party is scheduled for Gene Lehrmann on Saturday evening, May 5, in Madison, Wisconsin to honor him for his many years of service as State Director. Robert P. Sorenson has been appointed to replace Gene Lehrmann effective July 1 as the new State Director for the Wisconsin Board of Vocational, Technical and Adult Education; he has recently served as Director of the Moraine Park Vocational, Technical and Adult Education District in Fond du Lac, Wisconsin.

News Notes

Neal Robbins (New York) is the NCSDCJC nominee for the AACJC Board of Directors (to replace Lee Henderson of Florida). In January NCSDCJC Treasurer Max Lerner (Ohio) distributed a questionnaire regarding the future financing of NCSDCJC; we hope that you have returned the completed questionnaire to Max Lerner since this will be one of the topics for discussion at April 29-30 NCSDCJC meetings in Chicago. The Kellogg Foundation has provided $3,000 for the self-study evaluation project of state boards/directors under the direction of Jim Owens (Guilford Technical Institute in North Carolina) this year; Wisconsin and Illinois are involved in the project. NCHEMS and ECS sponsored a questionnaire survey of chief executive officers of state-level postsecondary education agencies with the results to be presented at the April 30 NCSDCJC business meeting.......

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COLLEAGUE

Spring, 1983

NATIONAL

STATE LEGISLATION PROJECT ADDS TWO FACTORS

In the Fall issue of "Colleague," S.V. Martorana and P.C. Corbett of the Center for the Study of Higher Education at the Pennsylvania State University presented a progress report on the annual state legislation study. Thanks to the efforts and conscientious cooperation of each State Director and staff, the project report this year will again cover all states; analysis is now nearly complete and initial interpretation of the result is underway.

This year's publication, *State Legislation Affecting Community, Junior, and Two-Year Technical Colleges, 1982*, will present two new features: A forecast by the State Directors of the key-issues to be faced in each state's 1983 legislative sessions and, a review of significant court decisions affecting postsecondary education. The report will also contain its standard basic features presenting the annual in-depth analysis of nation-wide legislation related to two-year type programs of postsecondary education.

To get information for the new features, State Directors were asked to identify the top-ranking legislative issues expected to dominate their respective 1983 legislative sessions. The response rate was 85%. The reports are seen as highlighting "hot" national as well as regional concerns and potential new directions for postsecondary education.

The court decisions related to postsecondary education analyzed in the final report spanned eight states and included the following current issues:

- Collective bargaining representation and "exchange of view committees;"
- Right of districts to obtain chargeback payments for students who drop classes;
- Termination of faculty members;
- Use of federal mineral royalty funds to retire state bonds for educational programs;
- Mandatory retirement of faculty upon reaching a specified age;
- Collective bargaining of part-time faculty members; and
- Racial integration of students and faculty in institutions of higher education.

Both the 1983 legislative forecast and analysis of 1982 court cases are features of significance to the field... no one will want to miss them.

Most major issues confronting the nation such as improving the state of the economy and revitalization of employment have obvious ramifications for postsecondary education. The 1982 report presents these issues and alternate strategies and solutions being attempted throughout the country. Of special interest in the study are the necessary curriculum reforms and financial juggling brought on by the advent of job retraining programs and high technology development projects in the several states.

Besides acknowledging the presence of critical support for the project provided by their home base, The Pennsylvania State University, Center for the Study of Higher Education, Martorana and Corbett attribute the success of this annual project to the splendid and in-depth response from the State Directors. There can be no doubt that two-year colleges need today to keep closer than ever to developments in the state capitols. In these times of staff reductions and increased work-loads, that monitoring and any larger effort to relate particular state developments to larger regional or national trends can easily be weakened or terminated altogether. The annual cooperative work of the State Directors and the Center is a service in the opposite direction. The final report will be available in the late Spring, and State Directors can anticipate their complimentary copies soon afterward.

Editor's Note

Beginning with the Summer, 1983 issue, the responsibility for publication of *Colleague* will migrate South, with the reins being handed from New York to North Carolina. I have very much enjoyed editing *Colleague* for the past two years and am grateful to the State Directors and others for their cooperation. Best of luck to Judy O'Neal, Assistant to Larry Blake, who will assume the editorship.

Charles A. Burns
Editor, *Colleague*

Chairman - William C. Witter, New Mexico • Vice Chairman - David T. Kelly, Texas
Secretary - Edward J. Liston, Rhode Island • Treasurer - Russell A. Hansen, Wyoming
Newsletter Editor - Charles A. Burns, Director of Community College Educational Services
State University of New York, State University Plaza, Albany, N.Y. 12246

Newsletter of the National Council of State Directors of Community/Junior Colleges

COLORADO

Budget Recessions

The impact of the national recession has at last reached Colorado, with an approximate $100 million shortfall in state revenues for the 1982-83 fiscal year. In October, 1982, the Governor acted to withhold 2 percent of the state appropriation for all state-funded agencies, including higher education, and additional reductions for the current fiscal year ending June 30, 1983, are under consideration in the General Assembly. Other actions being considered by the legislature are transfers from restricted funds to the general fund, and limited tax increases. Projections of state revenues for the 1983-84 fiscal year indicate the potential of a zero budget increase for next year as well.

Consolidation Studied

Among other items of general interest is a systemwide study of fiscal and administrative services for the eight state system community and junior colleges. The plan calls for consolidation of business and fiscal services, centralization of coordination of computer services, and expanded systemwide services in instructional support. The study, now undergoing staff review, is expected to result in enhancement of services at the smaller, rural colleges within the system.

New College

The Senate Education Committee, in an action in late February, acted favorably on a bill which would create a community college at Aurora, an eastern suburb of the Denver Metropolitan Area. The proposed new college would be organized as a separate institution within the state system, independent of the three-campus Community College of Denver. The new college would replace the existing Aurora Education Center, which is operated as an outreach center of the Community College of Denver and presently serves about 850 FTE student enrollments.

HAWAII

Enrollment Rises

Fall semester enrollment at the University of Hawaii is up significantly, 5.3% over last year, probably reflecting the state of the economy and recent efforts to bring higher education to outlying, off-campus sites.

The opening headcount enrollment figures show that at all of the UH campuses combined, 47,984 regular students are registered this semester, a number 2,434 more or 5.3% over the 45,550 regular students registered at this time in 1981.

More than half of the increase (1,541 students) occurred at the six community colleges, where 22,424 students enrolled, a figure up 7.4% from 1981.

With no increase in the number of high school graduates, the university had predicted a period of level enrollment.

Officials listed as possible reasons for the marked increase the slumps in tourism and construction, employment layoffs, increased tuition and constricted financial aid resources at mainland institutions, and comparatively low tuition.

ILLINOIS

Budget News

The FY 1984 capital and operating budget requests for the public community college system have been approved by the Illinois Community College Board. The budget request for capital projects is almost $25 million and includes funds for 17 new or remodeled facilities, energy-related remodeling, and construction defects and deficiencies. The budget request for operating funds is approximately $184 million, excluding contributions to the State Universities Retirement System. Included in the operating budget request are approximately $178 million in grants to colleges. Of this amount $137 million are for credit-hour grants, $5.5 million are for grants for disadvantaged students, $3 million are for economic development grants, and $1 million are for high technology grants.

KENTUCKY

Placements Verified

Employers of recent University of Kentucky Community College System graduates have provided an important source of evaluative feedback concerning technical programs. An employer survey which builds upon an annual alumni survey was designed to tap this valuable source of data beginning with the graduates of the 1980-81 academic year.

The response from both the graduates and the employers was very favorable. Of those graduates who were employed, 70 percent consented to participate in the employer survey. In addition, 82 percent of the 438 employers contacted returned a completed questionnaire. As a result of this strong response, 56 percent of all graduates who were employed at the time of the survey are included in the results.

Employers were asked to assess three specific areas:

(1) Basic and technical skills preparation which includes the graduates' command of technical and theoretical principles, application of knowledge to the job situation, and basic reading, writing and mathematical skills.

(2) The graduates' work habits and on-the-job performance in such areas as acceptance of responsibility, willingness to learn in the work place, cooperation with others, work attitude and the overall quality of the graduates' work.

(3) The role community college education played in the decision to hire the graduate and in opportunities for future advancement.

Local employers' attitudes and opinions related to job market opportunities and specific occupational training areas were also elicited. For example, employers' forecasts regarding future job prospects for graduates in the next five and ten years were obtained. Comments and suggestions combining specific training areas the colleges should consider in the future were also solicited. Finally, suggestions for improving the skills of graduates were also collected.

The results showed that the largest percent of University of Kentucky Community College graduates are employed in the health field; over forty-six percent are employed by hospitals or physicians. Twenty-five percent are employed in various businesses; nearly six percent in industrial concerns; and an additional six percent in governmental agencies.

The findings also showed that community college education is an important factor in the decision to hire by an overwhelming majority of the employers surveyed. The graduates' community college education is also perceived as important in the potential for future advancement in the company or institution by virtually all employers.

Employers rated the graduates very favorably in each of the areas evaluated. Likewise, over three-fourths rated the graduates' community college preparation as good or very good.

An analysis of the ratings by the graduate's background characteristics showed that females were more highly rated than were males; those under 25 years of age were rated higher than older graduates. The graduate's cumulative grade point average was minimally related to the employer's ratings of on-the-job performance.

The college in the University of Kentucky Community College System believe that an annual employer survey will aid in the continuing effort to strengthen programs and will facilitate communication between the educational, health, and business communities to better serve the needs of students.

MARYLAND

Program Completion Trends

As comprehensive institutions, Maryland community colleges serve the higher education needs of a diverse student population. Community college students vary greatly on any given characteristic.

Many students attend community colleges, not for a degree, but for a specific course or sequence of courses. These courses may be pursued for job advancement or personal interest. This is very different from the situation at other types of colleges.

Because of the wide range of reasons for community college enrollment, students are asked at time of entry to specify their goal in attending. Through the community college system of student follow-up studies, students subsequently are surveyed to determine whether they have achieved their objective.

Nonetheless, students seeking to receive degrees and other formal awards are an important part of the community college population. For this reason, the following analysis has been conducted of community college program completion trends. Analyses of the goal achievement of those whose primary goal was not a degree are reported in other State Board for Community Colleges' reports.

During the past ten years 61,909 students have received Associate in Arts degrees, and 7,031 students have received one-year Certificates for the successful completion of credit programs at Maryland community colleges. During this period the number of students receiving A.A. degrees in programs oriented toward preparation for immediate employment and upgrading of job skills increased from 1,975 in 1973 to 3,837 in 1982 (an increase of 94 percent).

The number of students graduating with A.A. degrees from transfer-oriented programs increased during the first years of this period, and began increasing again in 1982 after a period of gradual decline from 1977 to 1981. The number of Certificates awarded for the successful completion of one-year occupationally-related programs increased from 302 Certificates in 1973 to 1,154 in 1982 (an increase of 282 percent).

During 1981 the Degree Information System was initiated. This new data system enables each college to report its degree completion data to SBCC on computer tape or computer-to-computer over the phone line, and generates annual reports on degree production at the college. This reporting system replaces a cumbersome annual paper report and provides data in a standard format which enables a number of Statewide reports to be generated without collecting additional data from the colleges. The following profile of the 1982 community college graduates uses data from this new system.

PROFILE OF THE 1982
MARYLAND COMMUNITY
COLLEGE GRADUATES

Sex	Number	Percent
Males	3,086	40.0
Females	4,721	60.0
Totals	7,807	100.0
Race/Ethnic Identity		
Black	1,180	15.1
American Indian	16	15.1
Asian	142	1.8
Hispanic	81	1.0
White	6,197	79.4
Foreign	6	–
Race Unknown	185	2.4
Totals	7,807	100.0
Degree Type		
Transfer AA	2,816	36.1
Occupational AA	3,837	49.1
Occupational Certificate	1,154	14.8
Totals	7,807	100.0

continued

PROGRAMS WITH THE LARGEST
NUMBER OF GRADUATES

1.	General Studies (Transfer)	1,612
2.	Nursing (RN)	752
3.	Business Administration (Transfer)	591
4.	Data Processing	456
5.	Law Enforcement	326
6.	Secretarial Science	325
7.	General Business Technology	311
8.	Accounting Technology	266
9.	Electronics	200

Fall Credit Enrollments Exceed 100,000 for First Time

For the first time in Maryland history, community college enrollments in degree and certificate programs have gone over the 100,000 mark. According to preliminary figures on opening Fall credit enrollment, a total of 101,562 students were enrolled in the 17 community colleges. The total headcount represents a 5.2 percent increase over the Fall 1981 figure of 96,558 students.

Of the 101,562 students, 70,921 are enrolled part-time and 30,641 are enrolled full-time. Part-time enrollments increased 6.4 percent over the previous year, and full-time enrollments increased 2.5 percent. The 1982 figures are consistent with the historical trend of greater part-time attendance.

The opening Fall enrollments do not include registrations in community college continuing education courses and thus are in addition to over 153,820 students in noncredit courses. Nor do the figures include the tens of thousands of persons who participate in a variety of community service activities at the colleges.

NEW YORK

First Cuomo Budget

New Governor Mario Cuomo, in his first budget request, has proposed relatively positive funding recommendations for community college state aid. While not offering increases in base FTE aid and several bonus areas in the formula, he has injected some flexibility into operations and has not capped enrollment.

If approved by the Legislature, colleges could have more than one-third of their operating budgets come from tuition. This was not previously allowed. Coupled with this is a recommended $300 increase in lower division undergraduate tuition at four-year SUNY colleges, raising annual tuition at those institutions to $1350. The SUNY figure represents the maximum amount community colleges may charge.

Additionally, all colleges would be able to qualify for FTE bonus dollars for all disadvantaged students. Currently, colleges must enroll a higher percentage of disadvantaged students than the percentage of disadvantaged citizens in their sponsorship areas to qualify for this aid.

Also, while proposing a reducting in aid for non-credit courses, the Governor recommends $2 million of state aid to match federal Job Training Partnership Act to serve the unemployed. Colleges would continue to earn state aid for serving private firms via contract courses, a practice not allowed until last year.

If approved, the Governor's budget would also allow one-half FTE funding for non-state residents at community colleges. Currently these are fully-funded FTE's.

The proposed appropriation totals more than $143 million, a slight increase over the current year because of enrollment increases.

RHODE ISLAND

Allied Health Programs for Southeast Asian Refugees

The Providence Mental Health Center and the Office of Refugee Resettlement in Rhode Island approached the Community College of Rhode Island last year and asked for assistance in alleviating a serious health care problem that is affecting Rhode Island's sizable refugee population.

The problem, according to representatives from these two agencies, is that language and cultural barriers have prohibited refugees from receiving and accepting quality health care — there were no health care professionals at the local hospitals with an understanding of Indochinese cultures or an ability to communicate with the refugees.

According to a recent study by the United Way of Rhode Island there are currently an estimated 6,500-7,000 refugees in the state. The refugee groups break down in population as follows:

Hmong	2,500
Cambodian	2,500
Laotian	600
Vietnamese	300
Russian	500
Poles	50
Cuban entrants	200

Providence County has the fifth highest ratio of refugees in the country.

The City of Providence has the second largest Cambodian community and the fourth highest Hmong population in the United States. In the Providence school system, 2,249 of the 17,892 students — or one out of every eight students — are Southeast Asian resettled refugees.

The Office of Refugee Resettlement in Rhode Island states the 75% of the refugees in Rhode Island come from large families and have rural backgrounds, limited education, limited job skills and little or no English skills. Over 700 employable refugees are actively seeking work and competing for few available jobs.

The Community College of Rhode Island was asked to help alleviate health care problems affecting these peoples by allowing candidates with high interest or previous experience in their native countries to enroll in one of CCRI's health care programs. Upon completion of the college program, these individuals would be eligible to work in local hospitals which serve the refugee population.

The college agreed to accept qualified students who had acceptable written and verbal English skills.

Thirty Southeast Asian candiates were recruited by the Providence Mental Health Center and the Refugee Resettlement Program and tested at the College for English and mathematical skills. From the testing it was determined that about half of the candidates had the potential for college level work; the others needed concentrated long term help before they would be eligible to begin a degree granting program.

Last summer, 12 students were enrolled in a special English course and placed in a mathematics course based on demonstrated ability. In addition, because most students had either not completed high school or had no proof that they had graduated, they began a directed study for high school equivalency diplomas. All completed the two courses and half received high school equivalency diplomas by the end of the summer. It was decided that those who did not receive high school equivalency diplomas would be allowed to enter the College program, but most complete high school requirements before graduation.

Twelve Southeast Asian students were enrolled in nursing and allied health programs last fall. Ten of the twelve — six Cambodians, three Laotians and one Hmong — are enrolled in the Associate Degree nursing program. The remaining two — one Cambodian and one Laotian — are studying to be medical laboratory technicians.

Because these students were accepted in addition to the regular number of accepted AD nursing students, an additional faculty member was required. To meet the specific needs of the refugee students, a Laotian fluent in five languages was hired as a part-time counselor.

The special program to train refugees for health care careers is funded through grants from the Providence CETA program and the Bureau of Vocational Education of the Rhode Island Department of Education. The students are enrolled in regular college courses and receive additional help in the form of tutors, taped lectures and extra assistance from faculty members in all courses except the English course, which was specifically designed to meet their needs.

NORTH CAROLINA

Fall Enrollment is Up, 44 Schools Get Funds

A total of 44 institutions in the community college system will get more money this year because of enrollment growth.

Based on data supplied by the schools, the Department of Community Colleges has begun allocating its 1 percent operating reserve fund, which is distributed on the basis of a documented growth in excess of 3 percent of the budgeted amount. In order to qualify for the money, schools were required to report their curriculum enrollment at the 20 percent mark. Six schools show a decline in enrollment.

The number of schools reporting growth above 3 percent is five more than last year. However, overall growth is considerably higher. In 1981 the number of additional FTE earned was 3,987.64. The 1 percent reserve fund that year was $1,640,575. This year the total number of FTE earned is 6,707.97. The 1 percent reserve fund is $1,762,476. The big jump in the total number of FTEs earned this year means that the 1 percent reserve will only fund 16.01 percent of qualifying institution's FTE in excess of 3 percent.

Governor Pushes for Dropout Follow-up

Governor Jim Hunt has called for both the State Board of Community Colleges and the State Board of Education to join forces in tracking and recruiting high school dropouts.

In a speech to educators and guidance counselors from across the state, Hunt said that while thousands of North Carolinians earn their diplomas in the community college system, thousands of other dropout never re-enroll.

"Our problem is we don't know who they are or where they are," Hunt said. "We've got to devise a way of finding them and getting to them and getting them back into a community college or a technical institute."

In his address at the Western N.C. Conference on School Dropouts, the Governor said that the state has made some programs. "Five years ago, 30,000 students dropped out before graduating," Hunt said. "In the 1981-82 school year, 25,000 dropped out."

"That reduction from 30,000 to 25,000 is fantastic. But you and I know that 25,000 dropouts is still 25,000 too many."

The Governor characterized the job of preventing dropouts as a team effort and called on the two state boards to work together, and to work with community college presidents and school superintendents, to come up with a game plan.

In response to his request, both state boards are brushing off an earlier plan they developed to track and counsel high school dropouts.

The plan calls for making personal contact with the dropout. Initially the high school principal and guidance counselor would bear the responsibility for teaching the dropout and encouraging him or her to return to high school. After that, the high school would give the dropout's name to the local community college for follow-up.

A 16- or 17-year-old dropout will be encouraged to return to high school. An 18-year old, as a legal adult, will be urged to enroll in a community college.

According to Dr. Larry J. Blake, state president of the Department of Community Colleges, "Concern and knowing someone cares is a big impetus to come back."

The follow-up program, say education officials, will carry a price tag. Two years ago, the DCC and DPI asked for funding for the dropout, follow-up program. No money, however, was allocated by the General Assembly. The two state boards will submit their bill in the General Assembly's 1983 session.

"In the meantime," said Blake, "the Department of Public Instruction is determining whether it needs only administrative or board action to require all high schools to submit the names of dropouts to the nearest community college.

"The DCC will also develop recommendations and suggestions for the 58 institutions to use, as they are able to, given the fact that there is no additional funding at this time," Blake said. "The people now in student personnel are overworked and adding something like this is next to impossible."

SOUTH CAROLINA

On The Road

Two mobile training units have been purchased by the South

continued

Carolina Technical Education System (TEC) to provide training in machine tool technology to all parts of the state.

These mobile training units are part of the TEC System's "Design for the Eighties" program. The units will rotate among the 16 technical colleges and will serve the lower part of the state as a complement to the Advanced Machine Tool Resource Center at Greenville Technical College. The units are currently in operation at two of the technical colleges.

Students, industry, TEC's special schools and current employees will update their skills on computer numerical controlled (CNC) equipment. The units are equipped with a CNC Bridgeport mill, CNC lathe manufactured by Tree and Numeridex computerized tape preparation system.

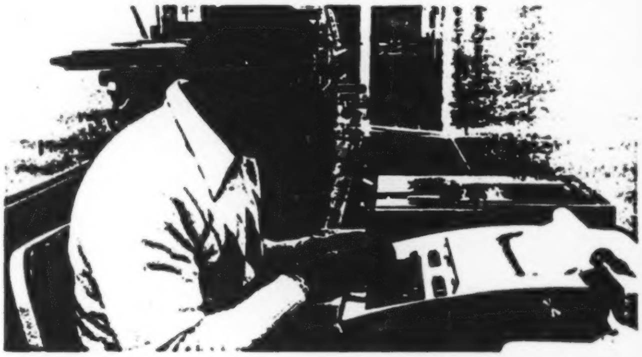
Cost of the units is approximately $58,000 each and each unit has equipment valued at $140,000.

"We feel the mobile training units will supplement the training offered at the resource center and offer hands-on training on the most current CNC equipment," said G. William Dudley, TEC executive director.

"Mobile training units will give us flexibility to move equipment from college to college," Dudley said. "As TEC continues to provide training for known job opportunities, we feel mobile training units are the most cost efficient method of sharing expensive equipment with the 16 technical colleges. Mobile training units will keep South Carolina and the TEC System on the competitive edge of economic development," Dudley added.

"Design for the Eighties" is the TEC System's plan to keep the state competitive in job training for high technology growth areas. The plan includes five resource centers established at several of the technical colleges in robotics, computer applications, microelectronics, advanced machine tool technology and advanced office occupations. A sixth center in water quality is planned.

This is one of two of the TEC System's mobile training units. These training units will rotate among the 16 technical colleges training employees, students and TEC faculty in machine tool technology.



Manually writing programs for the CNC machines give the students a better understanding of the computer programming system. In the background is the CNC vertical mill.

WASHINGTON

Tuition Increases Change Character of Colleges

Tuition increases have changed the character of Washington's community colleges.

This is the conclusion of a study reported to the State Board for Community College Education by Dr. Gilbert Carbone, the Board's assistant director for policy and special projects.

The legislature increased community college tuition by 54 percent between 1980-81 and 1981-82 and 10 percent this year.

"Although the principal reason for the tuition increase was to produce general fund revenue, it also affected student enrollment patterns, the demand for certain types of courses, and the administrative workload of the colleges," Dr. Carbone reported.

The general findings of the study were that tuition and fee increases tend to (1) discourage enrollment of part-time students (2) divert some university-bound students to community colleges, (3) make it more difficult for low-income students, (4) reduce off-campus offerings and (5) diminish opportunities for employed persons to upgrade work skills.

The report summarizes the observations of 133 community college administrators and student leaders who were asked to identify effects directly related to tuition increases as opposed to changes resulting from budget reductions and other variables.

"Lower income students are the primary group impacted by any increase in tuition and fees," Dr. Carbone reports. "Many administrators reported they felt the increases resulted in a reduction in the number of part-time students which include many low-income students as well as adults seeking to upgrade their work skills."

Typical was the comment of a president who reports, "Students, particularly at the lower income levels, were adversely affected, and they either reduced their loads or did not enroll at all."

Another group impacted by the increases consisted of students requiring remedial courses, Dr. Carbone reports. Many are disadvantaged, dropouts, or former homemakers seeking to return to the work place.

The survey indicated that many such students either decided not to enroll or chose other courses more directly related to their immediate educational goals, thus increasing their chances of failure.

Administrators also observed a change in the ethnic mix of the student body, Dr. Carbone said. One dean of students reported a decrease of 247 persons, 28 percent of the minority students on the campus the previous year.

Also noted was an increase in the number of persons who transferred to community colleges from four-year institutions because of still higher tuition rates at the latter. This, in turn, caused a greater demand for liberal arts courses as opposed to vocational offerings, reports Dr. Carbone.

Some respondents identified positive aspects of the tuition increase. "The quality of the students improved with increased concern for their educational investment," reported a dean of students.

The imposition of an excess-credit charge for students enrolled for more than 18 credits also had an impact, the study indicates.

One president said, "The extra tuition charges for over 18 credits are causing massive problems in our music, prearchitecture, and pre-engineering liberal arts programs where a student is required to take over 18 credits each quarter to finish the prescribed course within two years."

Other results of the increases included (1) the virtual wipeout of industrial first aid training, (2) a substantial increase in financial aid applications, (3) a substantial increase in administrative workload, and (4) a decrease in the number of students who received financial aid.

The tuition increase produced additional revenue despite enrollment decreases, Dr. Carbone observed. "The unanswered question is whether the cost of the secondary effects of the increase was a reasonable price to pay for the revenue gain," he concluded.

CPE Recommends 83,000 FTEs for Community Colleges

In adopting its recommendations to the legislature regarding 1983-85 higher education budget requests, the Council for Postsecondary Education (CPE) overruled its staff and increased the community college enrollment recommendation.

One of CPE's statutory responsibilities is to review higher education budget requests and submit recommendations to the legislature.

Consistent with its highly controversial six-year plan draft, the CPE staff proposed that the legislature hold community college enrollment to 78,400 FTEs for each of the next two years. The CPE, however, amended the staff proposal and recommended that community college enrollment be funded at 83,000 FTEs in 1983-84 and 1984-85. The State Board has requested funding for 92,000 FTEs for each year, the level originally budgeted for the current biennium.

CPE's reversal of its staff was undoubtedly prompted by the outpouring of protest which has greeted the six-year plan proposal — particularly its community college enrollment recommendations — at public hearings around the state.

Although CPE's action on the budget recommendations is encouraging to community colleges, it provides no assurance that the Council will modify the staff enrollment recommendations.

Governor Announces Budget Request

Governor John Spellman has announced his 1983-85 budget proposal for community colleges. It calls for $451 million to serve 83,000 FTEs in 1983-84 and 86,000 FTEs in 1984-85 at the 1981-83 level of per/student support. The State Board request for the biennium called for $507.5 million to serve 92,000 FTEs each year at per/student support levels equivalent to those of 1979-81. The current budget is $393.2 million.

DATES AND PLACES OF MEETINGS

NOTE: This list is compiled from notes and material kept primarily by George Moody, Fred Wellman and S. V. Martorana, plus some recall by the author, the latter welcoming any corrections. This list does not include meetings of the executive officers.

Years 1957-1966:

May, 1957.	Washington, D. C.
Fall, 1961.	Dallas, Texas. (I believe there was a meeting in 1960 but I have yet to locate any minutes for it.)
Fall, 1963.	Norman, OK.
Fall, 1964.	New York, NY.
Spring, 1965.	Dallas, TX.
Spring, 1966.	St. Louis, MO.
Fall, 1966.	Philadelphia, PA.

Years 1967-1991:

	Spring	Summer	Fall
1967	San Francisco, CA	---------------	Phoenix, AR
1968	Boston, MA	---------------	Honolulu, HA
1969	Atlanta, GA (?)	---------------	Williamsburg, VA
1967	Honolulu, HI	---------------	Denver, CO
1971	Washington, DC	Minneapolis, MN	Clearwater Beach, FL
1972	Dallas, TX	Raleigh, NC	San Diego, CA
1973	Anaheim, CA	Newport, RI	Kansas City, MO
1974	Washington, DC	Carson City, NV	Lexington, KY
1975	Seattle, WA	Estes Park, CO	Charleston, SC
1976	Washington, DC	Willow Grove, PA	Jackson, MI
1977	Denver, CO	Orlando, FL	Washington, DC
1978	Atlanta, GA	Albany, NY	Washington, DC
1979	Chicago, IL	Raleigh, NC	Washington, DC
1980	San Francisco, CA	Santa Fe, NM	Chicago, IL
1981	Washington, DC	Jackson, WY	Kansas City, MO
1982	St. Louis, MO	Newport, RI	St. Louis, MO
1983	New Orleans, LA	Park City, UT	Phoenix, AR
1984	Washington, DC	Lexington, KY	San Antonio, TX
1985	San Diego, CA	No Meeting	Denver, CO
1986	Orlando, FL	Annapolis, MD	San Diego, CA
1987	Dallas, TX	Newport, RI	Orlando, FL
1988	Las Vegas, NV	Ashville, NC	Louisville, KY
1989	Washington, DC	Monterey, CA	Vancouver, Canada
1990	Seattle, WA	Key West, FL	Baltimore, MD
1991	Kansas City, MO	Austin, TX	Biloxi, MI

ERIC Clearinghouse for
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